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ABSTRACT

An evaluation of discipline and vandalism in Scarborough, Ontario, Schools was conducted. Its objectives were: (1) to determine the level of self-discipline among students as perceived by parents, teachers, caretakers, office staff, and the students themselves; (2) to compare the responses and expectations of these groups for various grades and types of schools; (3) to provide teachers with a list of useful sources of information regarding student self-discipline; (4) to provide for teachers a list of successful methods of teaching and fostering self-discipline and preventing vandalism by students; and (5) to make appropriate recommendations. The study focused on students in Grades 3, 6, 8, 10, and 12. The data collection method involved the distribution and collection of questionnaires to and from members of all five groups surveyed. In general, findings indicated that student behavior was rated favorably by parents, teachers, caretakers, and office staff. There was, however, a gradual decrease in ratings from Grades 3 to 10, with an upward trend for Grade 12. Teachers stated that their most useful sources of information on the development of student self-discipline were discussions with educators and personal experience. Informal class discussions were regarded generally as the most favorable technique to teach and foster self-discipline. In addition, the most successful methods cited for preventing vandalism were stating the rules clearly and providing for informal class discussions. The report contains numerous statistical tables and includes the following six appendices: (1) a complete set of questionnaires; (2) the principals' survey; (3) a list of books, authors and other sources of knowledge related to self-discipline submitted by teachers; (4) a list of methods suggested by teachers to encourage self-discipline; (5) a list of additional methods suggested by teachers to prevent vandalism; (6) written responses to the discipline and vandalism questionnaire. (KH)

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INTERNAL EVALUATION REPORT NO. 4:

AN EVALUATION OF DISCIPLINE AND VANDALISM

IN SCARBOROUGH SCHOOLS

SCARBOROUGH'S CO-OPERATIVE
EVALUATION AND DEVELOPMENT
OF SCHOOL SYSTEMS (CEDSS) PROJECT

June, 1982

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I. INTRODUCTION

The Discipline and Vandalism Sub-committee was one of seven sub-committees formed to participate in Scarborough's Co-operative Evaluation and Development of School Systems (CEDSS) project. The sub-committee was made up of representatives of elementary and secondary school teachers and principals, a student, parents, a caretaker representative, central administrators, and a research assistant. Members of the sub-committee met throughout the Fall of 1981 to define their tasks. Through a long process of deliberations, subsequent changes, and modifications (documented in Interim Reports Number 1, October 5, 1981, and Number 2, January 14, 1982), the sub-committee finally agreed on an area of evaluation and a research proposal to consider the questions raised. Some background to the rationale for choice of the area selected is presented in the remainder of this introductory section; the procedures of the research plan are outlined in Section II entitled Methodology.

Background of the Study

The sub-committee first had to consider the feasibility and practicality of pursuing both prongs of the designated topic for evaluation--discipline and vandalism. In the end, it was decided that the major focus would be upon discipline, with vandalism incorporated as a sub-category. This decision was arrived at for the following reasons:

(1) The Plant Department for the Scarborough Board of Education has intervened with a number of projects to reduce vandalism. Board records indicate that, although the actual number of incidents of

vandalism has increased* over the years, the cost of repairs, especially when the cost of inflation is taken into consideration is decreasing. Data for Tables A and B were submitted by the Superintendent of Plant to the Chairman and members of the Property/Finance Committee, October 14, 1981. Sub-committee members felt that, at least for the time being, the Plant Department was adequately involved in monitoring the situation.

(2) Two new developments in the legal system, the Trespass to Property Act, 1980, and the Young Offenders Act, 1981, are obviously designed in part to help in the prevention of damage to both private and public property. More time is necessary before an assessment of their effectiveness can be made.

(3) A recently completed report by the Ontario Task Force on Vandalism (1981) has yet to be implemented. Sixty-six recommendations were submitted and obviously many are designed to influence the situations in schools.

In trying to isolate a specific aspect of discipline for evaluation, the sub-committee was influenced by a number of studies and documents already available or in progress. Briefly, these included:

(1) The Provincial Policy Review of Disciplinary Practices and Classroom Management (Ontario Ministry of Education and Scarborough Board of Education. October, 1980). This recently completed study investigated student attitudes, student behaviour and supervision on school property outside of the classroom, changing patterns of student behaviour, classroom rules for behaviour and teacher authority, views on acceptable and

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*The increase in total number of incidents is reportedly accounted for by better recording techniques and more severe enforcement of report submissions.

TABLE A*

NUMBER OF INCIDENTS OF DAMAGE TO SCHOOL PROPERTY

Type of Incident	Elementary		Secondary	
	1979	1980	1979	1980
Glass Breakage	4350	4219	1213	1078
Fire	11	14	25	12
Break-ins	50	47	26	13
Theft	76	110	209	221
Other	1117	1560	2772	3235
Total	5604	5950	4245	4559

TABLE B*

COST OF REPAIRS FOR DAMAGE TO SCHOOL PROPERTY

Year	Elementary	Secondary	Total
1978	$256,460	$205,261	$461,721
1979	240,280	248,150	488,430
1980	228,472	248,481	476,953

* Data for Tables A and B were submitted by the Superintendent of Plant to the Chairman and Members of the Property and Finance Committee, October 14, 1981. (Note that unlike the remainder of the report which uses numerals for Table identification, letters A and B are employed here to indicate that this data is not original data which has been compiled for this study.)

unacceptable behaviour, policies involving discipline, and views on dealing with students' misbehaviour. Responses were solicited from students, parents, teachers, and administrators. Since data from this study were reasonably current and empirically based, the sub-committee wished to avoid any duplication of efforts. Furthermore, it would have been too early to assess the effect of any recommendations which may have been submitted for this Review. Therefore, any aspects of discipline related to this Review were not considered for the present project.

(2) Two projects currently being undertaken by a Discipline Committee established by the Scarborough Board of Education:

(a) Discipline Survey. The thrust of this study has been to investigate the nature and extent of harmful behaviour experienced by school staff from their students and from trespassers.

(b) Student Handbook. Representatives of the committee are in the process of preparing a Handbook which would make students aware of their responsibilities, privileges, and rights in the Scarborough school system. Again, with the awareness that these reports would be completed soon, the sub-committee was anxious not to embark on a study too closely related to these topics.

(3) Secondary Education Review Project (Ministry of Education, Ontario. May, 1981). One of the areas mandated for examination was discipline. Of the six recommendations forwarded, the sub-committee felt that either the Scarborough Board and/or individual schools were involved

already in some form of assessment related to these recommendations; or that further consideration of specific recommendations was not in keeping with the aim of the CEDSS project as being an overall evaluation tool. One statement in the discussion paper did attract the attention of the Sub-committee however, and that was the one regarding the relationship between school atmosphere and discipline. Discipline should be viewed ". . . not so much by 'rule and rod' as discipline based on acceptance of responsibility by students, school staff, and members of the community served by the school". It will be seen that this view, taken together with the attitudes expressed in the following article, was instrumental in formulating the direction of the sub-committee's investigation.

(4) Discipline: An Overview. In Practical Applications of Research (Newsletter of Phi Delta Kappa's Centre on Evaluation, Development, and Research. September, 1981). The central theme of the article is how one of the primary goals of education, to teach students self-discipline, has been re-interpreted and replaced by educators with the aim of controlling student behaviour. Punishment, rule-enforcement, and "external" disciplinary practices are seen by discussants in this article as things schools do to prevent student misbehaviour--"but they are not educational goals. Helping students develop self-discipline ("internal discipline") is a legitimate goal which, if accomplished, will materially help reduce misbehaviour" (page 2).

Focus of the Study/Definition

The problem of discipline in schools has received a great deal of attention by administrators, educators, parents, and the media recently. It has been rated as the number one area of discontent by Gallup Polls for almost

a decade. The literature is replete with research examining causal elements, techniques for improvement of classroom and student management, and with studies on the influences of school climate and leadership on students' behaviour and achievement (Rutter, 1979). Since no specific direction had been given to the sub-committee, it was decided with the help of the studies and readings outlined above, to approach the problem from a new perspective. The focus of the study was to become "self-discipline", or "internal" discipline, certainly a basic educational goal. It seemed clear that what is generally meant by discipline today is "external" discipline, or control of student behaviour by essentially negative means (punishment, etc.). To have examined discipline from this point of view would not have allowed the sub-committee to evaluate Scarborough's success (or lack of success) in producing well-disciplined, self-respecting, responsible, moral individuals to take their place in society--an educational aim which was stressed repeatedly by committee members. Therefore, the areas of evaluation proposed by the sub-committee were stated as follows:

Part I (Accountability)

How well self-disciplined are students in Scarborough schools?

The following eight areas (based on Ministry and Scarborough objectives) were agreed upon for investigation:

(a) Respect for the feelings, needs, and rights of peers. Manners and courtesy extended toward peers.

(b) Respect/concern for feelings and needs of school staff. Obedience and courtesy toward those in authority, i.e., own teacher(s), office staff, caretakers, supply teachers, other adults in the school.

(c) Obedience to classroom instructions and school rules.

(d) Respect for the property of others and the school.

(e) Attitude toward education and homework. Accuracy and completeness of assignments.

(f) Accountability and responsibility for own actions.

(g) Self-respect of students as an important antecedent for the development of self-discipline.

(h) Deportment (dress, cleanliness).

(i) Punctuality, attendance, and skipping.

The objectives of the sub-committee were:

- to determine the level of self-discipline amongst its students, as perceived by parents, teachers, caretakers, and office staff.
- to compare the responses and expectations of these groups for various grades and types of schools.
- to make appropriate statements where similarities were found and/or recommendations in the case(s) of differences.

Part II (Improvement)

In order to fulfill the second part of the CEDSS mandate, the sub-committee sought to gain information about the following:

(a) Teachers' sources of knowledge about, and/or training in developing student self-discipline, and the usefulness of these sources.

(b) Successful methods of teaching/fostering self-discipline in students.

(c) Successful methods of preventing vandalism by students.

The objectives of the sub-committee were:

- to provide for teachers a list of useful sources of information regarding student self-discipline.
- to provide for teachers a list of successful methods of teaching/ fostering self-discipline and preventing vandalism by students.
- to make appropriate recommendations if deemed necessary.

Definition of Self-Discipline

By way of definition for the purposes of this study, a self-disciplined student is one who has consideration and respect for other people and property at school and a concern for one's school work and education.

II. METHODOLOGY

Survey Population

To obtain as wide an overview as possible in the evaluation of self-discipline amongst students in Scarborough, it was decided to conduct a cross-sectional survey of grades across the whole school system. Grades 3, 6, 8, 10, and 12 were chosen as representing the culmination of the primary, junior, intermediate (elementary), intermediate (secondary), and senior levels respectively. The survey group was made up of a representative number of students at each of these grade levels, as well as their parents and teachers. In addition, a caretaker and office staff member from each school was surveyed. At the secondary level, caretakers and office staff responded for a grade level rather than an individual student. Due to the large number of students which were sampled (see below), it would have been impossible for teachers, caretakers, and office staff to have contributed information about all the students selected in their classes/schools. Therefore, these groups responded for a sub-sample of students as described in the following sections.

An additional group made up of all school principals was surveyed. Their inclusion in the study was not to attain student behaviour ratings (as for other groups), but rather, to obtain a ranking of priorities for their schools vis-à-vis discipline-related matters.

Sample Selection

(a) Students. Since one of the most significant variables chosen for analysis was type of school, students were randomly sampled from each of the following seven categories: K-6 schools, K-8 schools, senior public schools, collegiates, secondary, vocational, and alternative (ASE) schools. This

increased the number of students necessary for selection since no more than a five per cent error rate per category was desired. Another factor, that of changes in class lists (due to mobility, graduation, etc.), necessitated additional students being included in the sample. The final sample sizes (revised to eliminate transfers, graduations, etc.) are found in Table 1.

(b) Parents. The parents of each of the 3,806 students selected made up the parent group. Although, ideally, letters of explanation and questionnaires to parents ought to have been distributed first, administrative and technical difficulties prevented addresses from being available early enough.

(c) Teachers. In cases where numerous students were selected from one class, it was unrealistic to expect class teachers to participate repeatedly. Therefore, by a process of random selection, up to three of the previously selected students in each class of K-6 and K-8 schools, and up to four students in each class of senior public schools, were chosen for the teacher group. At the secondary level (rotary students), one teacher was randomly selected per student. Especially in the secondary and vocational schools, this required that some teachers respond for up to three students. In all, 2,902 teacher responses were expected.

(d) Caretakers and Office Staff. As mentioned, just as for the teacher group, an adjustment was necessary here. Basically, all chief caretakers and one secretary per school (the latter assigned by the principal, particularly at the secondary level) were included in the survey. Those in K-6 schools received four questionnaires in total (two for Grade 3 and two for Grade 6 students); those in K-8 schools received three questionnaires (one for a student at each of Grades 3, 6, and 8); and those in senior public schools

TABLE 1

SAMPLE SIZE

Grade and Type of School	Students*[a]	Parents	Teachers**	Caretakers	Office Staff
Grade 3					
K-6	424		392	154	154
K-8	324		156	34	34
TOTAL	748		548	188**	188**
Grade 6					
K-6	416		382	154	154
K-8	319		145	34	34
TOTAL	735		527	188**	188**
Grade 8		same			
K-8	324		128	34	34
Senior Public	397		373	38	38
TOTAL	721	as	501	72**	72**
Grade 10		students			
Collegiate	427		427	19	19
Secondary	291		200	3	3
Vocational	175		73	3	3
ASE	14		14	NA	NA
TOTAL	907		714	25†	25†
Grade 12					
Collegiate	399		399	19	19
Secondary	163		150	3	3
Vocational	109		39	3	3
ASE	24		24	NA	NA
TOTAL	695		612	25†	25†
TOTAL	3806	3762*[b]	2902	498	498

*[a]Revised to eliminate transfers, graduates, and *[b]incorrect addresses.

**Represents number of students sub-sampled for teacher, caretaker, and office staff groups (N.B. Some received from 2 to 4 questionnaires.)

†Represents total number of schools.

NA = Not asked, not surveyed.

responded to questionnaires for two Grade 8 students. Refer to Table 1 for the actual number of questionnaires distributed to these groups.

Questionnaire Development

Since there were no known appropriate instruments available to measure student self-discipline as rated by various groups (or individuals), the sub-committee members took it upon themselves to develop a set of custom-made questionnaires. Two working groups, one at the elementary and one at the secondary level, were established. For purposes of validity, one of the most difficult aspects of this task was ensuring comparability across all grade levels and groups. The following questionnaires were developed and are included in Appendix A:

Student questionnaire for Grade 3,

Student questionnaire for Grade 6,

Student questionnaire for Grades 8, 10, and 12,

Parent questionnaire for Grades 3 and 6,

Parent questionnaire for Grades 8, 10, and 12,

Teacher questionnaire for Grades 3 and 6,

Teacher questionnaire for Grades 8, 10, and 12,

Caretaker questionnaire for Grades 3, 6, and 8,

Caretaker questionnaire for Grades 10 and 12,

Office staff questionnaire for Grades 3, 6, and 8,

Office staff questionnaire for Grades 10 and 12.

The 11 questionnaires consisted of three common parts (related to obtaining accountability data); and three additional parts for teachers only (related to obtaining information to formulate methods of improving self-discipline and preventing vandalism.

Part A. Student identification information (school name, grade, sex, and number code to identify type of school and case number*.)

Part B. A set of similar questions for students, parents, teachers, caretakers, and office staff were related to the specific areas of evaluation outlined in the Introduction. The wording of the student questionnaires was designed to suit each grade level. One difference between questionnaires for the elementary and secondary groups was the exclusion of "cleanliness" (as part of the deportment question) at the secondary level. A second difference was to have been the inclusion of "skipping" for Grades 8, 10, and 12; however, due to a clerical oversight, a printing error invàlidated this item and, therefore, it has been eliminated from the study.

Part C. A list of the major goals and objectives related to good discipline is provided (based on Ministry and Scarborough guidelines). Respondents were requested to specify the three which were most important to them.

Part D. (FOR TEACHERS ONLY) From a list of eight items, teachers were requested to respond to the sources of their knowledge regarding student self-discipline and to the usefulness of these sources.

Part E. (FOR TEACHERS ONLY) From a list of seven items, teachers were requested to specify methods used successfully to encourage student self-discipline.

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*These case numbers were pre-coded so that responses of students, parents, teachers, caretakers, and office staff could be matched for later analysis.

Part F. (FOR TEACHERS ONLY) From a list of ten items, teachers were requested to specify methods used successfully to prevent vandalism by students.

All questionnaires were field-tested (albeit in a limited way due to lack of time) for clarity and item validity.

The principal's questionnaire was developed by a separate working group and is included in Appendix B.

Data Collection Procedures

Although it was planned that information and questionnaires to parents would have been distributed first, a number of problems (related to obtaining addresses and meeting the deadline for "CEDSS Day" for student questionnaires), prevented this from happening. In fact, unfortunately, some parents did not receive their questionnaires until two weeks after "CEDSS Day". Most questionnaires for students, teachers, caretakers, and office staff were made available to school principals (or their appointees) prior to "CEDSS Day" (February 8, 1982).

Instructions for administration were sent to the principals, stressing that confidentiality be ensured. Since, in most schools, only a few selected students were involved from each class, principals were asked to assume responsibility for organizing appropriate "test times" and locations within their schools. It was requested that indications of student absences, transfers, etc. be submitted with returns so that appropriate adjustments in sample size and return rate could be made. Returns were to be directed to the Research Centre via the Board courier service.

Parent questionnaires were sent by mail and included both background information and instructions for responding to the questionnaire. Pre-stamped return envelopes were enclosed.

Questionnaires to principals were delivered by inter-office mail at the beginning of March and returned to the Area Superintendent responsible for this aspect of the study.

Analysis of Data

(a) Student Behaviour (Part B). An unique number was assigned for each of the types of questions asked about student behaviour. Some questions were asked only for specific groups; data missing for this reason were calculated as "no response". For reporting purposes, the first 22 questions were grouped according to the nine objectives and areas of evaluation selected by the sub-committee. Data were analyzed to show frequency and percentage of response, as well as means for the five groups. Means breakdowns only were presented for grade and type of school. Although data were reported for six response categories* (where available), the analyses included only responses from one to five on the scale. Since Grade 3 students were required to respond to a 3-point scale, data for this group were analyzed separately.

Note that question 1 (a) (students' concerns for feelings of peers) was phrased in the negative mode for students in Grades 8, 10, and 12. This required reversing the poles of the scale for calculating ratings.

Two questions querying the relationship between 1) student "self-discipline" and "achievement" and 2) "self-discipline" and "self-worth" were posed. Using ratings from an overall score of self-discipline, correlation co-efficients were produced and tests of statistical significance were conducted.

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*Response categories were: 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always, 6 = Don't Know.

To determine whether there was any agreement between groups about disruptive or less-disciplined students, students who received the lowest ratings ("1" and "2") on the overall measure of self-discipline by their teachers were selected as a sub-group for further analysis. Mean ratings by these teachers, the selected students, their parents, caretakers, and office staff, where available, were then compared for all items of student behaviour studied.

(b) Goals and Objectives (Part C). Frequencies and percentages of choices were computed for each group. These were ranked in order of overall importance for each group and then compared to group ratings of student behaviour for the comparable goal or objective.

(c) Teachers' Sources and Usefulness of Information Regarding Student Self-Discipline (Part D). The percentage of use for each of the eight sources of knowledge was calculated. In addition, mean ratings of the usefulness of each item were presented.

(d) Methods Used by Teachers to Encourage Self-Discipline (Part E). Percentages of use and a ranking of the seven methods were calculated.

(e) Methods Used by Teachers to Prevent Vandalism (Part F). Percentages of use and a ranking of the ten methods were calculated.

III. RESULTS

Return Rates

Rates of return for each group, grade, and type of school are reported as percentages in Table 2. The actual number of returns for any group can be derived by a simple calculation of multiplying the percentage of questionnaires returned by the number of cases in the sample (see Table 1).

As can be seen, the return rates for most students, teachers, and office staff are of the level where generalizations from the data presented to the population represented can be made with confidence (within a ±5 per cent rate of error). Exceptions are: vocational and ASE students in Grade 10, secondary and ASE teachers for Grade 10, and secondary and vocational teachers for Grade 12. Generally lower rates of response for students at the secondary level can be accounted for by absenteeism, participation in work experience programs, field trips, greater difficulty in locating students because of rotary schedules, and intentional decisions not to complete or comply with certain school or administrative requests.

Relatively low return rates from parents (54%) and caretakers (59%) suggest that caution be exercised in making generalizations based on the findings reported. However, a review of parental return rates for other Scarborough studies indicated that the number of responses obtained for this study compared favourably. Other studies, prior to follow-up, recorded rates of between 30 and 40 per cent; with follow-up, returns were raised to between 50 and 60 per cent. One might conclude that a high level of interest was

TABLE 2

RETURN RATES

Grade and Type of School	Students	Parents	Teachers	Caretakers	Office Staff
Grade 3					
K-6	95%	58%	88%	60%	80%
K-8	95%	54%	94%	47%	74%
Grade 6					
K-6	94%	65%	90%	65%	84%
K-8	97%	57%	81%	59%	71%
Grade 8					
K-8	96%	55%	92%	53%	79%
Senior Public	92%	53%	93%	50%	84%
Grade 10					
Collegiate	83%	48%	72%	58%	100%
Secondary	81%	39%	62%	34%	100%
Vocational	67%	39%	70%	34%	100%
ASE	36%	21%	36%	NA	NA
Grade 12					
Collegiate	72%	57%	72%	58%	95%
Secondary	75%	53%	67%	34%	100%
Vocational	73%	36%	46%	34%	100%
ASE	75%	42%	75%	NA	NA
TOTAL	87%	54%	85%	59%	82%

NA = Not asked, not surveyed.

registered in fact by parents for the current study. On the other hand, serious consideration must be given to the possibility that the data reported represent a biased sample of parents who (it will be seen) are basically satisfied with the discipline displayed by their children. One might speculate that parental non-respondents were those who did not speak English, or those who had changed residence since the last up-date of the computer system's address file, or those silently opposed to, or threatened, by being solicited by an official body.

As for caretakers, one might have expected a higher rate of returns based upon the high level of importance placed by this group on the need for evaluation of discipline and vandalism. One explanation for the significant number of non-returns could be that elementary caretakers simply did not know the students chosen and therefore, elected not to respond. At the high school level, it should be noted that the 34 per cent return rate from both the vocational and the secondary schools represents 1 out of 3 returns.

Description of Findings

(a) Student Behaviour

1. **Students' concern for the feelings, and rights of, and courtesy toward, their peers.**

Homogeneity of variable: Very little discrimination was made by most respondents among the three types of concerns (feelings for, rights of, and courtesy toward) students might have for one another. However, there was a tendency for students and teachers to rate students' concerns for the feelings of peers more negatively (see Table 3) and for ASE parents to rate student's rights highest (see Table 6B). (It should be noted that only three parents of ASE students returned questionnaires; therefore, this group may not properly

TABLE 3

MEAN RATINGS** OF STUDENT BEHAVIOUR

Behaviour Description	Students		Parents	Teachers	Caretakers	Office Staff
	Gr. 3	Grs. 6, 8,10,12				
1. Students' concern for:						
a) students' feelings	(1.9)	3.6[a]	4.2	3.9	3.8	4.0
b) students' rights	(2.0)	4.0	4.2	4.1	3.8	4.0
c) students' courtesy	(2.8)	3.9	4.2	4.1	3.8	4.0
2. Students' courtesy toward:						
a) own teacher	(2.9)	4.4	4.6	4.6	NA	NA
b) other staff	NA	4.2	NA	NA	NA	NA
c) office staff	(2.9)	4.5	NA	NA	NA	4.7
d) caretaker	(2.7)	4.2	NA	NA	4.6	NA
e) supply teacher	(2.8)	3.8	NA	NA	NA	NA
3. Student follows:						
a) teacher's instructionst	(2.8)	4.4	4.5	4.2	4.4	4.6
b) school rules	(2.9)	4.1	4.5	4.2	NA	NA
4. Shows respect for:						
a) student property	NA	4.5	4.7	4.4	NA	NA
b) school property A	(1.9)	3.9	4.8	4.4	4.3	4.4
c) school property B	(2.2)	2.9*	NA	NA	NA	NA
d) school property C	(2.7)	2.8*	NA	NA	NA	NA
5. a) Preparedness for class	(2.9)	4.4	4.5	4.2	NA	NA
b) Completion of assignments	(2.9)	4.6*	NA	NA	NA	NA
c) Accuracy of work	(2.6)	4.3	4.4	4.1	NA	NA
6. Willingness to accept responsibility	(2.8)	4.0*	4.5	4.3	4.0*	4.2*
7. Sense of self-worth	(2.5)	4.1	4.3	4.1	4.2*	4.1*
8. Deportment (dress, cleanliness)	(2.7)	4.5	4.8	4.7	NA	NA
9. a) Attendance	(1.3)[b]	4.5	4.8	4.6	4.7*	4.8*
b) Punctuality	(2.9)	4.5	4.7	4.6	4.6*	4.8*
10. Self-discipline re: student matters	NA	4.3*	4.3	4.0	4.0*	4.2*

**Mean ratings for Grades 6, 8, 10, and 12 are based on a scale where: 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always. Mean ratings for Grade 3 are based on a limited scale where: 1 = Never, 2 = Sometimes, and 3 = Always

*Some grade levels were not surveyed on these items.

NA = Not asked, not surveyed.

†Caretakers and office staff were asked if students followed their instructions respectively.

[a]The appropriate transformation of scores has been made for Grades 8, 10, and 12 to account for pole reversal (negative wording).

[b]The validity of this question is uncertain; the wording appears to be confusing.

TABLE 4

FREQUENCY AND PERCENTAGE OF RATINGS[a] FOR STUDENT BEHAVIOUR

Behaviour Description		Students[a] 0	1	2	3	4	5	Parents 0	1	2	3	4	5	6	Teachers 0	1	2	3	4	5	6	Caretakers 0	1	2	3	4	5	6	Office Staff 0	1	2	3	4	5	6
1. Students' concern for:																																			
a) students' feelings	f	9[b]	347	850	1033	228	137	7	4	25	345	900	707	69	19	15	106	601	919	684	110	24	2	13	52	76	51	74	8	0	9	81	134	101	76
	%	<1	13	33	40	9	5	<1	<1	1	17	44	34	3	<1	<1	4	25	38	28	5	8	<1	5	18	26	18	25	2	0	2	20	33	25	19
b) students' rights	f	14	23	119	635	968	845	10	4	15	303	823	814	88	24	11	62	503	899	869	86	26	2	12	62	59	54	77	10	0	13	74	124	106	80
	%	<1	<1	5	24	37	33	<1	<1	<1	15	40	40	4	1	<1	3	21	37	35	4	9	<1	4	21	20	19	26	2	0	3	18	30	26	20
c) students' courtesy	f	11	57	154	647	907	828	11	2	20	342	884	690	108	27	7	83	501	907	882	47	29	2	13	50	78	50	70	10	0	9	82	135	100	73
	%	<1	2	6	25	35	32	<1	<1	1	17	43	34	5	1	<1	3	20	37	36	2	10	<1	5	17	27	17	24	2	0	2	20	33	24	18
2. Students' courtesy toward:																																			
a) own teacher	f	14	17	39	269	764	1501	6	5	5	123	432	1424	62	12	1	25	195	578	1640	2	Not asked/Not surveyed							Not asked/Not surveyed						
	%	<1	<1	2	10	29	58	<1	<1	<1	6	21	69	3	<1	<1	1	8	24	67	<1														
b) other staff	f	711[a]	14	53	307	663	856	Not asked/Not surveyed							Not asked/Not surveyed							Not asked/Not surveyed							Not asked/Not surveyed						
	%	27	<1	2	12	26	33																												
c) office staff	f	14	26	71	225	544	1724	Not asked/Not surveyed							Not asked/Not surveyed							Not asked/Not surveyed							9	0	1	25	65	299	10
	%	<1	1	3	9	21	66																						2	0	<1	6	16	73	2
d) caretaker	f	18	50	119	391	777	1249	Not asked/Not surveyed							Not asked/Not surveyd							22	3	2	21	46	169	29	Not asked/Not surveyed						
	%	<1	2	5	15	30	48															8	1	<1	7	16	59	10							
e) supply teacher	f	28	109	251	625	698	893	Not asked/Not surveyed							Not asked/Not surveyed							Not asked/Not surveyed							Not asked/Not surveyed						
	%	1	4	10	25	27	34																												
3. Student follows:																																			
a) teacher's instructions††	f	20	20	11	262	1008	1298	9	1	10	182	647	1164	44	21	0	60	358	929	1083	3	21	3	3	30	56	137	42	12	0	1	35	86	261	14
	%	<1	<1	<1	10	37	50	<1	<1	<1	9	32	57	2	<1	0	2	15	38	44	<1	7	1	1	10	19	47	14	3	0	<1	9	21	64	3
b) school rules	f	17	27	87	474	1048	951	11	3	6	150	570	1268	49	23	1	56	309	950	972	143	Not asked/Not surveyed							Not asked/Not surveyed						
	%	<1	1	3	18	40	37	<1	<1	<1	7	28	62	2	<1	<1	2	13	39	40	6														
4. Shows respect for:																																			
a) student property	f	709[a]	6	19	162	511	1197	74	3	9	80	445	1440	74	11	4	49	256	725	1179	230	Not asked/Not surveyed							Not asked/Not surveyed						
	%	27	<1	<1	6	20	46	4	<1	<1	4	22	70	4	<1	<1	2	10	30	48	9														
b) school property A	f	30	143	234	418	652	1127	4	3	2	45	290	1673	40	19	3	46	210	656	1268	252	22	2	9	31	60	122	46	12	0	4	43	93	199	58
	%	1	6	9	16	25	43	<1	<1	<1	2	14	81	2	<1	<1	2	9	27	52	10	8	<1	3	11	21	42	16	3	0	1	11	23	49	14
c) school property B	f	1910[a]	109	157	200	118	110	Not asked/Not surveyed							Not asked/Not surveyed							Not asked/Not surveyed							Not asked/Not surveyed						
	%	73	4	6	8	5	4																												
d) school property C	f	1022[a]	158	125	190	121	89	Not asked/Not surveyed							Not asked/Not surveyed							Not asked/Not surveyed							Not asked/Not surveyed						
	%	74	6	5	7	5	3																												
5. a) Preparedness for class	f	13	8	43	243	795	1502	7	3	16	176	545	1288	22	19	6	99	390	793	1115	32	Not asked/Not surveyed							Not asked/Not surveyed						
	%	<1	<1	2	9	31	58	<1	<1	<1	9	27	63	1	<1	<1	4	16	32	45	1														
b) Completion of assignments	f	1910[a]	3	6	61	133	491	Not asked/Not surveyed							Not asked/Not surveyed							Not asked/Not surveyed							Not asked/Not surveyed						
	%	73	<1	<1	2	5	19																												
c) Accuracy of work	f	29	8	51	345	927	1243	7	2	45	278	548	1153	24	25	8	145	470	738	1032	36	Not asked/Not surveyed							Not asked/Not surveyed						
	%	1	<1	2	13	36	48	<1	<1	2	14	27	56	1	1	<1	6	19	30	42	2														
6. Acceptance of responsibility	f	1910[a]	19	40	155	201	279	18	7	28	197	517	1185	105	24	13	84	318	678	1283	54	51[a]	4	11	21	40	58	107	59[a]	1	13	46	84	114	92
	%	73	<1	2	6	8	11	<1	<1	1	10	25	58	5	1	<1	3	13	28	52	2	18	1	4	7	14	20	37	14	<1	3	11	21	28	23
7. Sense of self-worth	f	54	24	56	607	738	1123	23	2	19	284	687	988	54	25	4	105	410	942	795	173	73[a]	1	6	22	39	57	94	67[a]	2	4	51	117	84	74
	%	2	<1	2	23	28	43	1	<1	<1	14	33	48	3	1	<1	4	17	38	32	7	25	<1	2	8	13	20	32	16	<1	1	13	29	23	18
8. Deportment (dress, cleanliness)	f	47	28	58	202	576	1691	14	1	9	60	304	1661	8	26	4	28	111	403	1887	5	Not asked/Not surveyed							Not asked/Not surveyed						
	%	2	1	2	8	22	65	<1	<1	<1	3	15	81	<1	1	<1	1	5	16	77	<1														
9. a) Attendance	f	39	38	58	178	605	1685	8	0	5	61	200	1783	0	23	9	58	160	439	1754	11	61[a]	1	0	4	22	92	112	59[a]	1	2	11	48	275	13
	%	2	2	2	7	23	65	<1	0	<1	3	10	87	0	<1	<1	2	7	18	72	<1	21	<1	0	1	8	32	38	14	<1	<1	3	12	67	3
b) Punctuality	f	37	11	50	200	684	1621	8	2	11	83	314	1585	55	27	5	58	194	475	1689	6	61[a]	0	1	10	21	93	106	62[a]	0	1	14	42	277	13
	%	1	<1	2	8	26	62	<1	<1	<1	4	15	77	3	1	<1	2	8	19	69	<1	21	0	<1	3	7	32	36	15	0	<1	3	10	68	3
10. Self-discipline re: student matters	f	870[a]	15	24	184	679	830	82	8	46	268	567	1039	47	34	40	178	482	786	900	34	60[a]	4	10	35	31	75	77	61[a]	3	15	50	79	152	49
	%	33	<1	<1	7	26	32	4	<1	2	15	28	51	2	1	2	7	20	32	37	1	21	1	3	12	11	26	26	15	<1	4	12	19	37	12

[a]Ratings are based on a scale where: 0 = No Response, 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always, 6 = Don't Know. (See explanation on page 15.)

[a]Some grade levels were not surveyed on particular items.

[a]Grade 3 students are reported separately (Table 4 Supplement).

[b]Negative wording of question.

††Caretakers and office staff were asked if students followed their instructions respectively.

TABLE 4A (Supplement)

FREQUENCY AND PERCENTAGE OF RATINGS FOR STUDENT BEHAVIOUR (GRADE 3 STUDENTS)

Behaviour Description		Rating Scale* 0	1	2	3
1. Students' concerns for:					
a) students' feelings	f	7	123	508	73
	%	1	17	71	10
b) students' rights	f	9	173	361	168
	%	1	24	51	24
c) students' courtesy	f	9	16	104	582
	%	1	2	15	82
2. Students' courtesy toward:					
a) own teacher	f	9	3	43	656
	%	1	<1	6	92
b) other staff	f	Not asked/Not surveyed			
	%				
c) office staff	f	10	8	30	663
	%	1	1	4	93
d) caretaker	f	7	18	150	536
	%	1	3	21	75
e) supply teacher	f	10	10	88	603
	%	1	1	12	85
3. Student follows:					
a) teacher's instructions	f	8	3	104	596
	%	1	<1	15	84
b) school rules	f	14	4	70	623
	%	2	<1	10	88
4. Shows respect for:					
a) student property	f	Not asked/Not surveyed			
	%				
b) school property A	f	11	164	412	124
	%	2	23	58	17
c) school property B	f	15	101	331	264
	%	2	14	47	37
d) school property C	f	17	15	167	512
	%	2	2	24	72
5. a) Preparedness for class	f	19	5	60	627
	%	3	<1	8	88
b) Completion of assignments	f	19	7	71	614
	%	3	1	10	86
c) Accuracy of work	f	23	6	246	436
	%	3	<1	35	61
6. Acceptance of responsibility	f	19	9	118	565
	%	3	1	17	80
7. Sense of self-worth	f	19	24	280	517
	%	3	3	39	55
8. Deportment (dress, cleanliness)	f	23	19	152	517
	%	3	3	21	73
9. a) Attendance	f	21	526	115	49
	%	3	74	16	7
b) Punctuality	f	17	7	39	648
	%	4	1	6	91

*Ratings were based on a scale where: (0 = No response)
1 = Never
2 = Sometimes
3 = Always

TABLE 5

MEAN RATINGS* OF STUDENT BEHAVIOUR BY GRADE

Behaviour Description	Grade	Students	Parents	Teachers	Caretakers	Office Staff
1. Students' concern for:						
a) students' feelings	3	(1.9)*	4.1	4.0	4.0	4.3
	6	3.5	4.1	3.9	4.0	3.9
	8	3.7[a]	4.2	3.9	3.6	4.0
	10	3.7[a]	4.0	3.8	3.0	3.3
	12	3.7[a]	4.3	4.0	3.4	3.7
b) students' rights	3	(2.0)*	4.1	4.0	4.0	4.2
	6	3.7	4.2	4.0	4.0	4.0
	8	4.1	4.3	4.1	3.6	4.1
	10	4.0	4.2	4.0	2.8	3.2
	12	4.1	4.4	4.3	3.4	3.7
c) students' courtesy	3	(2.8)*	4.1	4.1	4.1	4.2
	6	3.7	4.1	4.0	4.0	4.0
	8	4.0	4.2	4.0	3.7	4.0
	10	3.8	4.1	4.0	2.8	3.3
	12	4.0	4.3	4.3	3.3	3.7
2. Students' courtesy toward:						
a) own teacher	3	(2.9)*	4.8	4.5		
	6	4.8	4.7	4.6		
	8	4.3	4.7	4.6	NA	NA
	10	4.2	4.5	4.5		
	12	4.4	4.6	4.7		
b) other staff	3	NA				
	6	NA				
	8	4.3	NA	NA	NA	NA
	10	4.1				
	12	4.3				
c) office staff	3	(2.9)*				4.8
	6	4.9				4.8
	8	4.5	NA	NA	NA	4.7
	10	4.2				4.0
	12	4.4				4.3
d) caretaker	3	(2.7)*			4.8	
	6	4.3			4.7	
	8	4.2	NA	NA	4.4	NA
	10	4.0			3.5	
	12	4.2			3.8	
e) supply teacher	3	(2.8)*				
	6	4.5				
	8	3.4	NA	NA	NA	NA
	10	3.4				
	12	3.7				

TABLE 5 (Continued)

Behaviour Description	Grade	Students	Parents	Teachers	Caretakers	Office Staff
3. Student follows:						
a) teacher's instructionst	3	(2.8)*	4.5	4.2	4.6	4.8
	6	4.6	4.5	4.2	4.6	4.6
	8	4.4	4.5	4.3	4.2	4.6
	10	4.2	4.3	4.2	3.5	4.0
	12	4.3	4.4	4.4	3.5	4.0
b) school rules	3	(2.9)*	4.7	4.3		
	6	4.5	4.6	4.2		
	8	4.0	4.6	4.2	NA	NA
	10	3.9	4.4	4.1		
	12	3.9	4.7	4.3		
4. Shows respect for:						
a) student property	3	NA	4.5	4.4		
	6	NA	4.6	4.3		
	8	4.5	4.7	4.3	NA	NA
	10	4.5	4.7	4.3		
	12	4.6	4.8	4.5		
b) school property A	3	(1.9)*	4.8	4.4	4.5	4.6
	6	2.5	4.8	4.5	4.5	4.5
	8	4.5	4.8	4.4	4.2	4.6
	10	4.3	4.8	4.4	3.2	3.5
	12	4.5	4.8	4.5	3.4	3.7
c) school property B	3	(2.2)*				
	6	2.9				
	8	NA	NA	NA	NA	NA
	10	NA				
	12	NA				
d) school property C	3	(2.7)*				
	6	2.8				
	8	NA	NA	NA	NA	NA
	10	NA				
	12	NA				
5. a) Preparedness for class	3	(2.9)*	4.7	4.3		
	6	4.8	4.6	4.2		
	8	4.4	4.5	4.2	NA	NA
	10	4.2	4.4	4.1		
	12	4.3	4.5	4.2		
b) Completion of assignments	3	(2.9)*				
	6	4.6				
	8	NA	NA	NA	NA	NA
	10	NA				
	12	NA				

TABLE 5 (Continued)

Behaviour Description	Grade	Students	Parents	Teachers	Caretakers	Office Staff
c) Accuracy of work	3	(2.6)*	4.5	4.2		
	6	4.4	4.4	4.0		
	8	4.3	4.3	4.1	NA	NA
	10	4.3	4.2	4.1		
	12	4.2	4.4	4.2		
6. Willingness to accept responsibility	3	(2.8)*	4.4	4.3	4.1	4.3
	6	4.0	4.4	4.2	4.1	4.0
	8	NA	4.5	4.3	3.8	4.1
	10	NA	4.5	4.3	NA	NA
	12	NA	4.7	4.5	NA	NA
7. Sense of self-worth	3	(2.5)*	4.4	4.1	4.2	4.1
	6	4.1	4.3	4.0	4.1	4.1
	8	4.1	4.4	4.1	4.2	4.2
	10	4.2	4.2	4.0	NA	NA
	12	4.2	4.4	4.2	NA	NA
8. Deportment (dress, cleanliness)	3	(2.7)*	4.8	4.7		
	6	4.2	4.7	4.7		
	8	4.6	4.8	4.7	NA	NA
	10	4.6	4.7	4.6		
	12	4.6	4.8	4.7		
9. a) Attendance	3	(1.3)*[b]	4.9	4.8	4.7	4.8
	6	4.4	4.9	4.8	4.8	4.8
	8	4.7	4.9	4.7	4.5	4.7
	10	4.5	4.7	4.4	NA	NA
	12	4.4	4.7	4.3	NA	NA
b) Punctuality	3	(2.9)*	4.9	4.8	4.6	4.9
	6	4.5	4.9	4.7	4.7	4.7
	8	4.6	4.8	4.6	4.7	4.7
	10	4.2	4.5	4.4	NA	NA
	12	4.3	4.6	4.4	NA	NA
10. Self-discipline re: student matters	3	NA	4.3	4.0	4.2	4.3
	6	NA	4.3	4.0	4.1	4.1
	8	4.4	4.3	4.0	3.7	4.2
	10	4.2	4.2	3.8	NA	NA
	12	4.4	4.5	4.1	NA	NA

*Mean ratings for Grades 6, 8, 10 and 12 are based on a scale where: 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always. Mean ratings for Grades 3 are based on a limited scale where: 1 = Never, 2 = Sometimes, 3 = Always.

NA = Not asked/not surveyed

†Caretakers and office staff were asked if students followed their instructions respectively.

[a]The appropriate transformation of scores has been made for Grades 8, 10, and 12 to account for pole reversal (negative wording).

[b]The validity of this question is uncertain; the wording appears to be confusing.

TABLE 6A

MEAN RATINGS[a] OF STUDENT BEHAVIOUR BY TYPE OF SCHOOL (STUDENTS)

Behaviour Description	Grade 3		Grade 6		Grade 8		Grade 10				Grade 12			
	K-6	K-8	K-6	K-8	K-8	SR,PUB.	COLL.	SEC.	VOC.	ASE	COLL.	SEC.	VOC.	ASE
1. Students' concern for:														
a) students' feelings	(2.0)	(1.9)	3.4	3.5	3.7[a]	3.7[a]	3.7[a]	3.8[a]	3.8[a]	2.8[a]	3.7[a]	3.8[a]	3.7[a]	3.7[a]
b) students' rights	(2.0)	(2.0)	3.7	3.6	4.1	4.1	4.2	3.9	3.6	4.4	4.2	4.1	3.8	4.5
c) students' courtesy	(2.8)	(2.8)	3.7	3.7	4.0	4.0	4.1	3.8	3.3	4.0	4.1	3.8	3.6	4.3
2. Students' courtesy toward:														
a) own teacher	(2.9)	(2.9)	4.8	4.7	4.4	4.3	4.2	4.1	4.1	4.0	4.4	4.5	4.2	4.5
b) other staff	Not asked/Not surveyed				4.3	4.2	4.2	4.0	4.1	4.2	4.3	4.4	4.0	4.5
c) office staff	(2.9)	(2.9)	4.9	4.8	4.6	4.5	4.3	4.0	4.3	4.0	4.3	4.4	4.4	4.7
d) caretaker	(2.7)	(2.7)	4.3	4.2	4.3	4.1	4.1	4.0	4.0	4.0	4.2	4.3	4.0	4.8
e) supply teacher	(2.9)	(2.8)	4.6	4.5	3.6	3.3	3.3	3.5	3.6	2.3	3.6	3.9	3.6	4.0
3. Student follows:														
a) teacher's instructions†	(2.8)	(2.9)	4.6	4.6	4.5	4.4	4.2	4.3	4.2	3.8	4.3	4.5	4.2	3.6
b) school rules	(2.9)	(2.9)	4.5	4.5	4.0	4.0	3.9	3.8	3.8	3.4	4.1	3.9	3.6	3.8
4. Shows respect for:														
a) student property	Not asked/Not surveyed				4.5	4.5	4.5	4.5	4.4	4.0	4.7	4.4	4.3	4.8
b) school property A	(1.9)	(1.9)	2.6	2.4	4.5	4.5	4.3	4.3	4.6	4.0	4.5	4.6	4.5	4.7
c) school property B	(2.2)	(2.3)	3.0	2.9			Not asked/Not surveyed							
d) school property C	(2.7)	(2.7)	2.8	2.8			Not asked/Not surveyed							
5. a) Preparedness for class	(2.9)	(2.9)	4.8	4.8	4.4	4.3	4.2	4.2	4.4	4.0	4.3	4.4	4.4	4.2
b) Completion of assignments	(2.9)	(2.9)	4.6	4.6			Not asked/Not surveyed							
c) Accuracy of work	(2.6)	(2.6)	4.4	4.4	4.3	4.3	4.2	4.4	4.4	4.8	4.1	4.5	4.3	4.4
6. Willingness to accept responsibility	(2.8)	(2.8)	4.0	3.9			Not asked/Not surveyed							
7. Sense of self-worth	(2.5)	(2.5)	4.1	4.1	4.1	4.1	4.0	4.2	4.5	4.0	4.1	4.4	4.6	3.9
8. Deportment (dress, cleanliness)	(2.7)	(2.8)	4.2	4.2	4.5	4.6	4.6	4.5	4.8	4.3	4.7	4.6	4.7	4.2
9. a) Attendance	(1.3)[b]	(1.3)[b]	4.3	4.4	4.7	4.7	4.5	4.5	4.4	4.8	4.5	4.5	4.5	3.8
b) Punctuality	(2.9)	(2.9)	4.8	4.8	4.6	4.6	4.3	4.2	4.2	4.0	4.3	4.3	4.4	4.3
10. Self-discipline re: student matters	Not asked/Not surveyed				4.4	4.3	4.2	4.2	4.3	4.8	4.4	4.5	4.4	4.5

[a]Mean ratings for Grades 6, 8, 10, and 12 are based on a scale where 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always. Mean ratings for Grade 3 are based on a limited scale where 1 = Never, 2 = Sometimes, 3 = Always.

†Caretakers and office staff were asked if student followed their instructions respectively.

[a]The appropriate transformation of scores has been made for Grades 8, 10, and 12 to account for pole reversal (negative wording).

[b]The validity of this question is uncertain; the wording appears to be confusing.

TABLE 68

MEAN RATINGS* OF STUDENT BEHAVIOUR BY TYPE OF SCHOOL (PARENTS)

Behaviour Description	Grade 3		Grade 6		Grade 8		Grade 10				Grade 12			
	K-6	K-8	K-6	K-8	K-8	SR.PUB.	COLL.	SEC.	VOC.	ASE	COLL.	SEC.	VOC.	ASE
1. Students' concern for:														
a) students' feelings	4.1	4.2	4.2	4.1	4.2	4.2	4.2	3.9	3.9	4.0	4.3	4.3	4.2	4.1
b) students' rights	4.2	4.1	4.2	4.1	4.3	4.3	4.4	4.0	4.1	4.7	4.4	4.4	4.1	4.6
c) students' courtesy	4.1	4.2	4.1	4.1	4.2	4.2	4.2	3.9	4.1	4.0	4.3	4.2	3.9	4.5
2. Students' courtesy toward:														
a) own teacher	4.8	4.7	4.7	4.6	4.7	4.6	4.5	4.3	4.5	5.0	4.6	4.6	4.5	4.6
b) other staff	Not asked/Not surveyed													
c) office staff	Not asked/Not surveyed													
d) caretaker	Not asked/Not surveyed													
e) supply teacher	Not asked/Not surveyed													
3. Student follows:														
a) teacher's instructionst	4.6	4.6	4.5	4.5	4.6	4.4	4.4	4.3	4.2	4.3	4.5	4.4	4.3	4.3
b) school rules	4.7	4.7	4.6	4.6	4.5	4.6	4.5	4.2	4.3	4.0	4.5	4.4	4.1	4.9
4. Shows respect for:														
a) student property	4.6	4.7	4.6	4.6	4.7	4.7	4.8	4.5	4.7	5.0	4.8	4.8	4.6	4.9
b) school property A	4.8	4.9	4.8	4.7	4.8	4.8	4.8	4.7	4.8	5.0	4.9	4.8	4.7	4.7
c) school property B	Not asked/Not surveyed													
d) school property C	Not asked/Not surveyed													
5. a) Preparedness for class	4.6	4.7	4.5	4.6	4.6	4.5	4.5	4.3	4.2	4.7	4.5	4.5	4.2	4.5
b) Completion of assignments	Not asked/Not surveyed													
c) Accuracy of work	4.5	4.5	4.4	4.4	4.4	4.3	4.3	4.2	4.2	4.7	4.4	4.4	4.3	4.2
6. Willingness to accept responsibility	4.3	4.4	4.4	4.4	4.5	4.6	4.6	4.3	4.3	4.7	4.7	4.7	4.5	5.0
7. Sense of self-worth	4.4	4.4	4.3	4.3	4.4	4.4	4.3	4.1	4.1	4.3	4.4	4.4	4.3	4.1
8. Deportment (dress, cleanliness)	4.9	4.8	4.7	4.7	4.8	4.8	4.8	4.6	4.7	4.3	4.8	4.9	4.8	4.4
9. a) Attendance	4.9	4.9	4.9	4.9	4.9	5.0	4.7	4.6	4.6	5.0	4.7	4.8	4.5	4.4
b) Punctuality	4.9	4.8	4.9	4.8	4.8	4.8	4.7	4.4	4.3	4.0	4.7	4.6	4.2	4.4
10. Self-discipline re: student matters	4.3	4.3	4.3	4.3	4.4	4.3	4.4	4.1	4.0	4.7	4.5	4.5	4.2	4.5

*Mean ratings for Grades 6, 8, 10, and 12 are based on a scale where 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always.

†Caretakers and office staff were asked if student followed their instructions respectively.

TABLE 6C

MEAN RATINGS* OF STUDENT BEHAVIOUR BY TYPE OF SCHOOL (TEACHERS)

Behaviour Description	Grade 3		Grade 6		Grade 8		Grade 10				Grade 12			
	K-6	K-8	K-6	K-8	K-8	SR.PUB.	COLL.	SEC.	VOC.	ASE	COLL.	SEC.	VOC.	ASE
1. Students' concern for:														
a) students' feelings	4.0	4.1	3.9	3.9	4.0	4.0	3.9	3.7	3.5	4.6	4.0	4.0	3.7	4.3
b) students' rights	4.0	4.1	4.0	4.1	4.1	4.1	4.1	3.9	3.7	4.8	4.3	4.1	3.9	4.6
c) students' courtesy	4.0	4.1	4.0	4.0	4.0	4.0	4.1	3.8	3.7	4.8	4.3	4.2	3.8	4.6
2. Students' courtesy toward:														
a) own teacher	4.5	4.6	4.6	4.6	4.6	4.6	4.6	4.3	4.3	5.0	4.7	4.7	4.3	4.7
b) other staff	Not asked/Not surveyed													
c) office staff	Not asked/Not surveyed													
d) caretaker	Not asked/Not surveyed													
e) supply teacher	Not asked/Not surveyed													
3. Student follows:														
a) teacher's instructionst	4.2	4.3	4.2	4.2	4.4	4.2	4.3	4.2	4.0	5.0	4.4	4.4	3.8	4.4
b) school rules	4.3	4.4	4.2	4.3	4.2	4.2	4.2	4.0	3.8	5.0	4.4	4.1	3.9	4.5
4. Shows respect for:														
a) student property	4.3	4.4	4.3	4.4	4.3	4.3	4.5	4.1	4.1	5.0	4.6	4.4	4.1	4.8
b) school property A	4.4	4.4	4.5	4.5	4.4	4.4	4.5	4.2	4.2	5.0	4.6	4.4	4.2	4.8
c) school property B	Not asked/Not surveyed													
d) school property C	Not asked/Not surveyed													
5. a) Preparedness for class	4.3	4.4	4.2	4.2	4.3	4.2	4.2	4.0	3.9	4.4	4.2	4.2	4.1	4.0
b) Completion of assignments	Not asked/Not surveyed													
c) Accuracy of work	4.1	4.3	4.0	4.1	4.1	4.1	4.1	4.0	4.1	4.4	4.2	4.3	4.3	4.3
6. Willingness to accept responsibility	4.3	4.4	4.2	4.3	4.3	4.3	4.4	4.2	3.8	4.6	4.5	4.3	4.1	4.6
7. Sense of self-worth	4.1	4.2	4.0	4.0	4.1	4.1	4.1	4.0	3.6	4.0	4.2	4.1	3.9	3.6
8. Deportment (dress, cleanliness)	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.5	4.6	5.0	4.8	4.7	4.6	4.9
9. a) Attendance	4.8	4.8	4.8	4.8	4.8	4.7	4.3	4.3	4.4	4.6	4.4	4.3	4.1	3.8
b) Punctuality	4.8	4.8	4.7	4.8	4.7	4.6	4.5	4.1	4.2	5.0	4.4	4.4	3.9	4.1
10. Self-discipline re: student matters	4.0	4.1	3.9	4.0	4.0	4.0	3.9	3.8	3.6	4.0	4.1	4.1	4.1	3.6

*Mean ratings for Grades 6, 8, 10, and 12 are based on a scale where 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always.

†Caretakers and office staff were asked if student followed their instructions respectively.

TABLE 60

MEAN RATINGS* OF STUDENT BEHAVIOUR BY TYPE OF SCHOOL (CARETAKERS)

Behaviour Description	Grade 3		Grade 6		Grade 8		Grade 10				Grade 12			
	K-6	K-8	K-6	K-8	K-8	SR.PUB.	COLL.	SEC.	VOC.	ASE	COLL.	SEC.	VOC.	ASE
1. Students' concern for:														
a) students' feelings	4.0	3.9	4.1	3.5	3.5	3.8	3.2	2.0	2.0	NA	3.4	4.0	3.0	NA
b) students' rights	3.9	4.2	4.1	3.6	3.6	3.6	2.8	3.0	2.0	NA	3.5	3.0	3.0	NA
c) students' courtesy	4.0	4.2	4.1	3.7	3.4	4.0	2.9	2.0	2.0	NA	3.2	4.0	3.0	NA
2. Students' courtesy toward:														
a) own teacher						Not asked/Not surveyed								
b) other staff						Not asked/Not surveyed								
c) office staff						Not asked/Not surveyed								
d) caretaker	4.8	4.8	4.7	4.8	4.6	4.3	3.7	2.0	3.0	NA	3.9	3.0	4.0	NA
e) supply teacher						Not asked/Not surveyed								
3. Student follows:														
a) teacher's instructionst	4.5	4.8	4.5	4.6	4.4	4.1	3.5	3.0	3.0	NA	3.5	3.0	4.0	NA
b) school rules						Not asked/Not surveyed								
4. Shows respect for:														
a) student property						Not asked/Not surveyed								
b) school property A	4.5	4.5	4.5	4.5	4.4	4.1	3.5	1.0	2.0	NA	3.4	4.0	---	NA
c) school property B						Not asked/Not surveyed								
d) school property C						Not asked/Not surveyed								
5. a) Preparedness for class						Not asked/Not surveyed								
b) Completion of assignments						Not asked/Not surveyed								
c) Accuracy of work						Not asked/Not surveyed								
6. Willingness to accept responsibility	4.0	4.4	4.1	4.2	3.7	3.9	Not asked/Not surveyed							
7. Sense of self-worth	4.2	4.0	4.2	3.7	4.1	4.2	Not asked/Not surveyed							
8. Deportment (dress, cleanliness)	Not asked/Not surveyed													
9. a) Attendance	4.7	4.9	4.8	4.8	4.4	5.0	Not asked/Not surveyed							
b) Punctuality	4.6	4.9	4.7	4.3	4.6	5.0	Not asked/Not surveyed							
10. Self-discipline re: student matters	4.1	4.4	4.2	4.0	3.6	3.7	Not asked/Not surveyed							

*Mean ratings for Grades 6, 8, 10, and 12 are based on a scale where 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always.

†Caretakers and office staff were asked if student followed their instructions respectively.

NA = Not asked, not surveyed.

TABLE 6E

MEAN RATINGS* OF STUDENT BEHAVIOUR BY TYPE OF SCHOOL (OFFICE STAFF)

Behaviour Description	Grade 3		Grade 6		Grade 8		Grade 10				Grade 12			
	K-6	K-8	K-6	K-8	K-8	SR.PUB.	COLL.	SEC.	VOC.	ASE	COLL.	SEC.	VOC.	ASE
1. Students' concern for:														
a) students' feelings	4.3	4.2	4.0	3.8	4.1	4.0	3.4	3.0	3.0	NA	3.8	3.3	3.7	NA
b) students' rights	4.3	4.1	4.0	4.0	4.1	4.1	3.2	3.3	3.0	NA	3.8	3.0	3.7	NA
c) students' courtesy	4.3	4.1	4.0	4.0	4.0	4.0	3.3	3.7	3.0	NA	3.8	3.3	3.7	NA
2. Students' courtesy toward:														
a) own teacher						Not asked/Not surveyed								
b) other staff						Not asked/Not surveyed								
c) office staff	4.8	4.8	4.8	4.8	4.9	4.6	4.0	3.7	4.0	NA	4.4	4.0	4.3	NA
d) caretaker						Not asked/Not surveyed								
e) supply teacher						Not asked/Not surveyed								
3. Student follows:														
a) teacher's instructionst	4.8	4.7	4.6	4.7	4.7	4.5	3.9	4.0	4.3	NA	4.0	3.7	4.3	NA
b) school rules						Not asked/Not surveyed								
4. Shows respect for:														
a) student property						Not asked/Not surveyed								
b) school property A	4.7	4.6	4.4	4.6	4.6	4.6	3.6	3.0	3.5	NA	3.7	3.7	3.7	NA
c) school property B						Not asked/Not surveyed								
d) school property C						Not asked/Not surveyed								
5. a) Preparedness for class						Not asked/Not surveyed								
b) Completion of assignments						Not asked/Not surveyed								
c) Accuracy of work						Not asked/Not surveyed								
6. Willingness to accept responsibility	4.3	4.2	4.0	3.9	4.2	4.1			Not asked/Not surveyed					
7. Sense of self-worth	4.1	4.0	4.1	4.0	4.3	4.2			Not asked/Not surveyed					
8. Deportment (dress, cleanliness)						Not asked/Not surveyed								
9. a) Attendance	4.7	5.0	4.8	4.8	4.8	4.6			Not asked/Not surveyed					
b) Punctuality	4.8	5.0	4.8	4.7	4.8	4.6			Not asked/Not surveyed					
10. Self-discipline re: student matters	4.3	4.1	4.1	4.0	4.3	4.2			Not asked/Not surveyed					

*Mean ratings for Grades 6, 8, 10, and 12 are based on a scale where 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always.

†Caretakers and office staff were asked if student followed their instructions respectively.

NA = Not asked, not surveyed.

represent the total set of these parents). With these two exceptions kept in mind, it was considered that the three concepts considered with this variable represented a rather homogeneous item.

Group differences: Students and caretakers rated students' concerns for their peers more severely than did the other groups. In descending order, from more positive to slightly less so, were the ratings of parents, teachers, and office staff, respectively. (Refer to Table 3).

Overall, this variable was rated amongst the lowest of all the variables surveyed. An average of ten per cent of the students (excluding Grade 3, see explanation on page 15) responded "never" or "rarely" (levels 1 and 2 on a 5-point rating scale) to being concerned about their peers. An average of five per cent of the caretakers, four per cent of the teachers, and two per cent of each of the groups of parents and office staff responded that a similar lack of concern was demonstrated by these students. (Refer to Table 4).

Differences by grade: For all groups, except students, a general decrease in the level of students' concerns for each other from Grade 3 to Grade 10 was noted. (Refer to Table 5.) Grade 10 students were almost always rated lowest for this behaviour; a slight recovery was registered for students in Grade 12. Students' ratings of themselves were more consistent across grade levels, although Grade 6 students' rating were notably the lowest. Other exceptions if considering the various concepts of the variable separately were: (a) the parent group which rated their children's concern for student's feelings as increasing from elementary to secondary grades, and (b) all three groups of parents, students, and teachers responding with

similarly positive ratings from lower to upper grades for respect shown toward student rights.

Differences by type of school: There were almost no differences expressed by students, parents, teachers, or office staff for the K-6 and K-8 or senior public schools. (Refer to Tables 6A to 6E.) Caretakers, however, rated students in K-8 schools lower then other types of schools, and K-6 schools by far the highest. All groups consistently rated vocational schools lowest, and ASE highest at the high school level.

2. **Students' courtesy toward school staff.**

(i) Student's own teacher: Of the groups surveyed for this variable (students, parents, and teachers), students rated their behaviour toward their teachers most severely (Table 3). There was no difference between the parents and teachers groups. Students and parents agreed that students' behaviour deteriorated gradually from Grade 3 through to Grade 10, with a trend upward in Grade 12 (Table 5). Teachers felt most respected by their Grade 12 students. Few differences were reported between students in K-6 and K-8 schools; senior public school students received lower ratings by students, caretakers, and office staff (Tables 6A to 6E). Ratings decreased at the secondary level in the following order: ASE, collegiate, secondary, and vocational (derived by a composite scoring of group and grade for each type of school.

(ii) Other school staff: Since only students responded to this item, comparisons are rather limited (Table 3). On a ranking scale, students respect for other staff members would hold position 3.5 among the five types of staff rated. Again, Grade 10 students rated themselves as the least

respectful (Table 5). Of those surveyed, virtually no difference was reported between K-8 and senior public schools; and as above, ratings declined for ASE, collegiate, secondary, and vocational school students respectively (based on composite scores derived from Table 6A).

(iii) Office Staff: Ratings for courtesy toward office staff were mutually high by students and secretaries (higher for students even than ratings for "own teacher") (Table 3). There was a gradual decrease in ratings from Grade 3 through Grade 12, with Grade 10 being markedly lower (Table 5). At the elementary level, senior public school students were rated lowest; at the high school level, secondary school students were rated as showing least respect for office staff (Tables 6A and 6E).

(iv) Caretakers: For comparative purposes, students and caretakers responded to this item. Although students placed their respect for caretakers low on a ranking scale (position 3.5 among the five types of staff rated), caretakers rated student courtesy toward themselves quite high (Table 3). Seven per cent of students reported that they "never" or "rarely" show respect toward the caretaking staff (Table 4). Both student and caretaker groups agreed that courtesy expressed toward caretakers decreased throughout a student's career, with Grade 10 student being the least courteous (Table 5). Senior public school students and secondary school students at collegiates and vocational schools were rated as least respectful (Tables 6A and 6D).

(v) Supply teachers: The only respondents to this item were the students who decidedly placed these staff members in line for little respect or courtesy (Table 3). Fourteen per cent responded that they "never" or "rarely" show respect for these teachers (Table 4).

A pattern observed previously repeated itself in this analysis by grade; the slightly more courteous behaviour expressed by primary grade students reaches a lowest point in Grade 10 and recovers slightly by Grade 12 (Table 5). Students at senior public schools rated their behaviour significantly worse than their Grade 8 counterparts in other schools, and students in K-8 schools rated their level of courtesy as less than that demonstrated by those in K-6 schools (Table 6A). In reverse from results reported for other variables, students in collegiates and ASE schools claimed their respect for supply teachers was considerably lower than was the claim by students in secondary and vocational schools.

3. **Students' ability to follow staff instructions and school rules.**

Group differences: In general, parents, caretakers, and office staff awarded the highest ratings; students and teachers, the lowest (Table 3). There was a slight tendency for students to rate their behaviour related to following staff instructions more highly than following school rules. On the average; fewer than two per cent of all groups rated students as "never" or "rarely" complying on these two items, although four per cent of students rated themselves as being relatively non-compliant in following school rules (Table 4).

Differences by grade: The same pattern which has emerged for the preceding variables was apparent here; all groups reported a general decrease in the quality of students' behaviour from Grade 3 to 12, with Grade 10 singled out as the least acceptable of all (Table 5).

Differences by type of school: Again, ratings for students in senior public school were consistently lower than for K-6 and K-8 schools (for which no marked differences were reported) (Tables 6A to 6E). Similarly, vocational

school students were rated lowest, compared to other high school students, in their obedience to authority.

4. **Students' respect for students' and others' property.***

Group differences: As for other variables, parents rated the behaviour of their children regarding respect for property most favourably compared to other groups (Table 3). There was little difference between teacher's, caretaker's, and office staff's ratings, which were considerably lower than the parents. Interestingly, students rated themselves reasonably high for their respect of peers' property, and at quite a low level for various items related to care of school property. Fifteen per cent of students claimed that they "never" or "rarely" showed respect for school property (A) (Table 4).

Differences by grade: There was little variability from grade to grade for any group on the item of respect for student property, although Grade 12 was consistently rated the highest (Table 5). Regarding school property, there was disagreement amongst the groups: parents and teachers reported little behavioural change from grade to grade, caretakers and office staff rated students' behaviour as worsening from Grade 3 to Grade 12 (with Grade 10 receiving the lowest scores), whereas students rated their own feelings of respect for school property lowest in Grades 3 and 6. (Note that this latter finding may be a reflection that the wording of the questions for these grades was different--more simplistic and specific.)

Differences by type of school: Few differences were reported between schools at the elementary level; in fact, ratings across all types of schools were reasonably consistent, with one exception--ratings of ASE students were significantly higher (Tables 6A to 6E).

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* A general question relating to students' respect for school property is reported in the Tables as "School property A"; two questions to help clarify the concept for students in Grades 3 and 6 were categorized as "School property B and C".

5. **Students' attitude toward education as expressed through preparedness for class, completion of assignments, and accuracy of school work.**

Group differences: Teachers' ratings were consistently lowest on all aspects of this variable (Table 3). On the average, five per cent of students received ratings by their teachers reflective of a negative attitude toward school (Table 4). Students and parents rated students' attitude toward education more favourably. There was a slight tendency for "accuracy" to be rated lower than other items by all groups surveyed. In general, however, this variable received rather good ratings.

Differences by grade: All groups surveyed (students, parents, and teachers) agreed that students' attitude toward school suffered in a negative manner from beginning through to secondary school (Table 5). Consensus was reached that Grade 10 was the most difficult year, with a slight upward trend noted for Grade 12.

Differences by type of school: Senior public school students were reported to be less prepared for class than their peers in K-6 and K-8 schools (Tables 6A to 6C). Likewise, vocational students were ill-prepared compared to other high school students. ASE students were perceived as producing significantly more accurate work than students in any other type of school.

6. **Students' willingness to accept responsibility for school-related matters.**

Group differences: The differences in group responses from most positive to most negative were quite marked for this variable (Table 3). In decreasing order they were: parents, teachers, office staff, and students and

caretakers tied for harshest ratings. (Note that the ratings of caretakers and office staff included only elementary school level.) Teachers, caretakers, and office staff rated three to five per cent of the students surveyed as lacking a sense of responsibility (Table 4).

Differences by grade: This is one of the few variables where student behaviour was noted to have become more positive from lower to higher grades, at least according to ratings of parents and teachers (Table 5). Caretakers and office staff reported a decline in students' ability to assume responsibility for their actions from Grade 3 to 8, the only grades for which they were asked to respond.

Differences by type of school: Differences between types of schools at the elementary level were not evident in any clear-cut fashion (Table 6A to 6E). At the secondary level, a previously documented pattern of performance from worst to best followed this order: vocational, secondary, collegiate, and ASE.

7. **Students' sense of self-worth.**

Group differences: Parents rated their children's sense of self-worth slightly higher than did other groups (Table 3). These other groups actually differed only minimally in their ratings.

Differences by grade: Little variability was apparent from grade to grade (Table 5).

Differences by type of school: Interestingly, vocational students rated themsevels higher than the following students respectively: secondary collegiate, and ASE (Table 6A). By contrast, teachers of Grade 10 vocational students gave this group lowest ratings; however, teachers of Grade 12 ASE

students' concurred with their students low ratings of their self-worth (Table 6C).

8. **Deportment (dress, cleanliness).**

Group differences: Students rated themselves most strictly regarding their appearance for school (Table 3). Parents and teachers were generally very satisfied with their children's/students' dress; in fact, student deportment was amongst the most favourably rated of student behaviours.

Differences by grade: There was little variability from grade to grade, although Grade 6 had a tendency toward the lowest ratings (Table 5).

Differences by type of school: Ratings for all types of schools were quite consistent (Tables 6A to 6C), except for students in ASE who rated themselves lowest (Table 6A) and parents of ASE who rated their children as "always" appropriately dressed (Table 6B).

9. **Attendance and punctuality for school.**

Group differences: Parents, caretakers, and office staff rated students' attendance and punctuality most favourably (Table 3). (Punctuality received just a slightly lower rating.) Again, it should be noted that ratings of caretakers and office staff did not include students at the secondary level. Teachers were slightly less favourably disposed in their ratings and students were strictest of all.

Differences by grade: There was a decrease in the rating of students' attendance and punctuality from Grade 3 upward (Table 5). A dividing line became apparent between Grades 8 and 10, after Grade 8 a sharper decline is noticed.

Differences by type of school: The only apparent difference across all types of schools on the item of attendance was a most favourable rating for senior public school students (Tables 6A to 6E). Regarding punctuality, senior public schools fared worst amongst other elementary schools, and collegiates fared best amongst secondary level schools.

10. **Overall rating of self-discipline.**

All groups (except Grade 3 and 6 students) responded to a final item which attempted to establish an overall rating of students' level of self-discipline. The purpose of this measure was to facilitate further analyses.

A comparison of this overall measure (taken from Table 3) with an averaging of all ratings of student behaviour (Table 7) indicates that ratings on the combined items of the study were slightly higher for all groups (except students) than the one score rating of self-discipline. (Tests of significance were not applied.)

TABLE 7

COMPARISON OF AN OVERALL RATING OF SELF-DISCIPLINE WITH COMBINED STUDENT BEHAVIOUR RATINGS

	Students $\bar{X}$	Parents $\bar{X}$	Teachers $\bar{X}$	Caretakers $\bar{X}$	Office Staff $\bar{X}$
A. Combined Student Behaviour Ratings (Items 1-9)	4.1	4.5	4.3	4.2	4.3
B. Overall Self-Discipline Rating (Item 10)	4.3	4.3	4.0	4.0	4.2

11. **Relationship between overall rating of self-discipline and achievement.**

The score for the overall rating of self-discipline (Item 10) was used to calculate whether there was a relationship between self-discipline and achievement.

Since teachers rated students' achievement level (it was felt that this would produce a rating with the most acceptable validity), analysis was possible for this group only. Results (Table 8) indicate that at all grade levels self-discipline and achievement are positively and significantly correlated. This relationship is stronger at the Grade 8, 10, and 12 levels (particularly Grade 10) than in the lower elementary grades.

TABLE 8

CORRELATION BETWEEN SELF-DISCIPLINE AND ACHIEVEMENT AS RATED BY TEACHERS

Grade 3	Grade 6	Grade 8	Grade 10	Grade 12
.592*	.580*	.651*	.700*	.654*

*Pearson Correlation Co-efficients all significant at the .001 level.

12. **Relationship between overall rating of self-discipline and self-worth.**

Again, the overall rating of self-discipline (Item 10) was used for analysis.

According to the ratings of all groups, there was a positive correlation between students' having good feelings about themselves and their ability to exercise self-discipline regarding school matters. Interestingly,

the strength of this relationship was quite high from the teachers' point of view; students, on the other hand, indicated that a weaker relationship existed. Sandwiched in between these two groups were office staff, parents, and caretakers in descending order in terms of their agreement about a relationship between these two variables.

TABLE 9

CORRELATION BETWEEN SELF-DISCIPLINE AND SELF-WORTH

Students	Parents	Teachers	Caretakers	Office Staff
.159* (for grades 8, 10, 12)	.314* (for all grades	.513* (for all grades	.270* (for grades 3, 6, 8)	.437* (for grades 3, 6, 8)

*Pearson Correlation Co-efficients all significant at the .001 level.

13. **Comparison of group ratings for those students rated by teachers as demonstrating low levels of self-discipline.**

A total of 218 students (9.4 per cent) were rated by their teachers as "never" or "rarely" behaving in a "self-disciplined" manner regarding school matters (Table 4). With computer assistance, it was possible to identify 138 of these cases with ratings by the students themselves, 92 cases from parents, 21 by caretakers, and 26 by office staff. The comparatively low number of cases "found" from parents can in part be explained by the lower return rate from this group. The low numbers from caretakers and office staff are accounted for by the following facts:

(1) Responses from these two groups represented grade level ratings at the secondary level, not individual students. Since almost half (46 per cent) of the students who were selected from the teachers' ratings for this analysis were in Grades 10 and 12 (Table 10), the potential number from these two groups was greatly reduced.

(2) The number of students available for caretakers and office staff ratings was reduced at the elementary and intermediate levels also due to the sub-sampling procedure used to limit the number of surveys sent to these two groups at the outset.

As for students themselves, since their overall return rate was relatively high, one might speculate that a large number of student non-respondents were made up of this group rated by teachers as low in self-discipline.

TABLE 10

BREAKDOWN BY GRADE OF THOSE STUDENTS RATED BY TEACHERS AS DEMONSTRATING LOW LEVELS OF SELF-DISCIPLINE

Grade	Number of Students	Per Cent
3	36	17
6	41	19
8	41	19
10	68	31
12	32	15
TOTAL	218	

A comparison of the behaviour ratings by the five groups for these students reveals some marked differences (see Table 11). Overall, teachers rated these students most severely (average 3.2, based on combining behaviour ratings of Items 1-9). Parents' ratings for these students (where available) were a full scale point higher (average 4.2). In a pattern similar to that which emerged for the overall sample, the next most favourable ratings were recorded by office staff (average 4.0) and then caretakers (average 3.6); students also did not rate themselves nearly as critically as did the teachers (average 3.9). There was a notable discrepancy in ratings between teachers and students on classroom related behaviour, specifically preparedness for class and accuracy of work.

A comparison of ratings for these students versus the overall sample provides some interesting observations (Tables 11 and 3 respectively). Teachers on the whole rated these students about one full scale point lower than others in the sample on almost all items. Students rated themselves approximately .2 to .4 of a point lower on most items, parents rated about .2 to .3 of a point lower, office staff about .4 of a point lower, and caretakers reported wide variations ranging from .3 of a point to a full scale point lower (e.g., students' concerns for students' rights and willingness to accept responsibility). In only one instance did these selected students receive higher ratings than the overall sample, and that was for self-worth where these students rated themselves slightly higher than the rest of their peers. Parents' ratings on this item were the same for all students, teachers' ratings of these selected students were one full scale point lower than the student sample group, caretakers rated the selected students .7 of a point

TABLE 11

MEAN RATINGS* FOR THOSE STUDENTS RATED BY TEACHERS AS DEMONSTRATING LOW LEVELS OF SELF-DISCIPLINE

Behaviour Description	Students** (N=138)	Parents (N=92)	Teachers (N=218)	Caretakers (N=21)	Office Staff (N=26)
1. Students' concern for:					
a) students' feelings	3.2	3.9	2.8	3.2	3.6
b) students' rights	3.7	3.8	3.0	2.8	3.4
c) students' courtesy	3.7	3.8	3.0	3.3	3.4
2. Students' courtesy toward:					
a) own teacher	4.2	4.3	3.6	NA	NA
b) other staff	3.9	NA	NA	NA	NA
c) office staff	4.1	NA	NA	NA	4.6
d) caretaker	4.1	NA	NA	4.3	NA
e) supply teacher	3.4	NA	NA	NA	NA
3. Student follows:					
a) teacher's instructionst	4.0	4.1	3.1	4.1	4.4
b) school rules	3.7	4.2	3.0	NA	NA
4. Shows respect for:					
a) student property	4.3	4.5	3.3	NA	NA
b) school property A	3.6	4.7	3.3	3.7	4.1
c) school property B	2.7[a]	NA	NA	NA	NA
d) school property C	2.7[a]	NA	NA	NA	NA
5. a) Preparedness for class	4.2	4.1	2.8	NA	NA
b) Completion of assignments	4.7[a]	NA	NA	NA	NA
c) Accuracy of work	4.0	3.7	2.6	NA	NA
6. Willingness to accept responsibility	3.6[a]	4.2	3.2	3.0	3.8
7. Sense of self-worth	4.2	4.3	3.1	3.5[a]	3.6[a]
8. Deportment (dress, cleanliness)	4.3	4.6	4.0	NA	NA
9. a) Attendance	4.2	4.7	3.8	4.2[a]	4.5[a]
b) Punctuality	4.3	4.6	3.6	4.1[a]	4.3[a]
10. Self-discipline re: student matters	3.8[b]	3.7	1.8	2.6[a]	3.5[a]

*Mean ratings are based on a scale where: 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always.

**Grades 8, 10, 12.

[a]Grade 8 students only.

[b]Grade 10 and 12 students only.

NA = Not asked, not surveyed.

†Caretakers and office staff were asked if students followed <u>their</u> instructions respectively.

lower, and office staffs' ratings were lower by .5 of a point. In general, the differences between the two groups of students were less marked on items of deportment, punctuality, and attendance.

(b) Comparison of Student Behaviour Ratings with Rankings of Goals and Objectives Related to Good Discipline.

There was general agreement by all groups when selecting goals important to promoting good discipline. Concern and respect for others (peers and school staff) were rated foremost, and deportment and school attendance least important (See Table I2). The exceptions were students and parents who rated preparation and completion of school assignments as more important than concern for other students' feelings; teachers, who rated achievement of self-worth preceding respect for staff as more important; and caretakers, who rated respect for school and other's property above respect for students' peers. It should be noted that comments by respondents stressed the difficulty of making some selections due to the importance placed upon all, or the inseparability of some items (e.g., respect for peers, respect for school staff).

A ranking of student behaviours for the various groups indicated that an inverse relationship exists between the best and worst behaviours displayed by students and the importance placed upon each of these behaviours when surveyed as goals (see Table 13). This means that for behaviours where students were rated highest, i.e., deportment and punctuality, all groups considered these items as being least important to good discipline. Similarly, low ratings of students' concern for their peers was mis-matched with a high goal preference (for all groups except parents).

TABLE 12

FREQUENCY, PERCENTAGE, AND RANKINGS OF GOALS AND OBJECTIVES SELECTED AS IMPORTANT TO GOOD DISCIPLINE

Goals and Objectives	Students*			Parents			Teachers			Caretakers			Office Staff		
	f	%**	Rank	f	%**	Rank	f	%**	Rank	f	%**	Rank	f	%**	Rank
1. Concern for feelings, needs, rights of students	757	40	3	641	31	6	962	39	1	94	32	3	172	42	2
2. Respect and courtesy toward school staff	950	50	1	1310	64	1	601	25	4	176	60	1	189	46	1
3. Follow school and classroom rules	381	20	8	529	26	7	272	11	7	62	21	4	106	26	4
4. Respect school and other's property	631	33	5.5	665	32	5	285	12	6	152	52	2	143	35	3
5. Preparation and completion of school assignments	784	41	2	854	42	2	381	16	5	26	9	9	48	12	8
6. Accept responsibility for school related decisions	658	35	4	713	35	4	695	28	3	43	15	6	88	22	6
7. Achieve a sense of self-worth	623	33	5.5	831	40	3	740	30	2	52	18	5	98	24	5
8. Appropriate school dress cleanliness	219	12	9	155	8	9	23	<1	9	39	13	8	12	3	9
9. Punctual and regular school attendance	493	26	7	474	23	8	157	6	8	41	14	7	63	15	7
10. Others	192	10	10	71	4	10	33	1	10	2	<1	10	5	1	10

*Only students in Grades 8, 10 and 12 were surveyed for this section.

**Cumulative percentages in each group total more than 100, because respondents were requested to make 3 selections.

TABLE 13

COMPARISON OF RANKED BEHAVIOUR RATINGS WITH RANKINGS OF GOALS AND OBJECTIVES RELATED TO GOOD DISCIPLINE

Behaviour Descriptions/ Goals and Objectives	Students*		Parents		Teachers		Caretakers		Office Staff	
	Behaviour Ranking	Goals Ranking	Behaviour Ranking	Goals Ranking	Behaviour Ranking	Goals Ranking	Behaviour Ranking	Goals Ranking	Behaviour Ranking	Goals Ranking
1. Concern for feelings, needs, rights of students	8	3	9	6	8.5	1	7	3	7	2
2. Respect and courtesy toward school staff	5	1	4	1	2.5	4	2	1	2	1
3. Follow school and classroom rules	4	8	6	7	6.5	7	3	4	3	4
4. Respect school and other's property	9	5.5	2	5	4	6	4	2	4	3
5. Preparation and completion of school assignments	3	2	6	2	6.5	5	NA	9	NA	8
6. Accept responsibility for school related decisions	7	4	6	4	5	3	6	6	5	6
7. Achieve a sense of self-worth	6	5.5	8	3	8.5	2	5	2	6	5
8. Appropriate school dress cleanliness	1.5	9	2	9	1	9	NA	8	NA	9
9. Punctual and regular school attendance	1.5	7	2	8	2.5	8	1	7	1	7

*Only students in Grades 8, 10 and 12 were surveyed for this section.

NA Not asked, not surveyed

(c) Teachers' Sources of Knowledge and Usefulness of Sources Regarding Student Self-Discipline (see Table 14).

Almost half of the teachers who responded, indicated that discussions with educators and their own personal experiences were their most favoured and useful sources of information. About one-third of the teachers responded affirmatively to using in-service programs and programs made available by support services. However, it should be noted that the usefulness of in-service programs received a relatively low ranking (6th out of 9 sources). The next most used and useful contributions were derived from course work and Scarborough Board guidelines. Interestingly, although only a small percentage (16%) of teachers rated personal reading as an information source, those who did, assigned high scores for their usefulness*. A number of other sources which were suggested by teachers is included in Appendix C.

(d) Methods Used Successfully by Teachers to Encourage Student Self-Discipline (see Table 15).

Of the seven methods presented, teachers of all grades selected informal class discussions as the most successful technique (48% of teachers). Next in popularity (particularly for high school teachers) was example and modelling (39%), followed by student participation in decision-making (34%). An average of 30 per cent of teachers used behaviour modification techniques (35% of teachers at Grade 3). About a quarter of elementary school teachers reported success with student-teacher contracts,

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*A list of books, authors, magazines and journals listed by teachers has been compiled and is included in Appendix C.

TABLE 14

TEACHERS' SOURCES OF KNOWLEDGE AND USEFULNESS OF SOURCES REGARDING STUDENT SELF-DISCIPLINE

Source of Knowledge	Grade 3		Grade 6		Grade 8		Grade 10		Grade 12		TOTAL			
	Used by	Usefulness*	Used by	Usefulness	Used by	Usefulness	Used by	Usefulness	Used by	Usefulness	Used by	Rank	Usefulness	Rank
	%	$\bar{X}$**	%	$\bar{X}$	%	$\bar{X}$	%	$\bar{X}$	%	$\bar{X}$	%	1-9	$\bar{X}$	1-9
1. Ministry Guidelines	17	1.9	15	1.9	10	1.9	12	1.6	16	1.7	14	8	1.8	8
2. Scarborough Guidelines	25	2.1	24	2.2	14	2.2	18	2.2	21	2.1	20	6	2.1	6
3. Support Services	35	2.3	33	2.3	24	2.4	36	2.3	40	2.2	33	4	2.3	4
4. Discussions with Educators	45	2.6	43	2.6	32	2.7	60	2.6	64	2.5	**49**	**1**	**2.6**	**1.5**
5. In-Service Programs	36	2.2	29	2.1	23	2.1	38	2.0	45	2.1	**34**	**3**	**2.1**	**6**
6. Course Work	21	2.1	19	2.1	14	2.1	24	2.2	27	1.9	21	5	2.1	6
7. Personal Reading	14	2.4	16	2.4	9	2.6	18	2.4	21	2.4	16	7	**2.4**	**3**
8. Personal Experience	44	2.6	38	2.7	32	2.7	59	2.6	63	2.5	**48**	**2**	**2.6**	**1.5**
9. Others:	3	---	3	---	2	---	3	---	6	---	3	9	---	---

*Usefulness: 1 = Not very useful, 2 = Somewhat useful, 3 = Very useful.

**$\bar{X}$ = mean (average rating).

TABLE 15

PERCENTAGE AND RANK OF METHODS USED SUCCESSFULLY BY TEACHERS TO ENCOURAGE STUDENT SELF-DISCIPLINE

METHOD USED	GRADE 3 %	GRADE 6 %	GRADE 8 %	GRADE 10 %	GRADE 12 %	TOTAL %	TOTAL Rank
1. Curricular unit on discipline and behaviour	6	3	2	4	5	4	7
2. Informal class discussion	47	43	34	57	59	**48**	**1**
3. Formal class discussion	20	23	15	12	14	17	6
4. Behaviour modification	35	30	20	32	32	30	4
5. Student-teacher contract	24	24	15	33	33	26	5
6. Student participation in decision-making	40	38	22	34	39	**34**	**3**
7. Example and modelling techniques	38	36	27	44	50	**39**	**2**
8. Others	1	3	3	3	3	3	8
	*	*	*	*	*	*	

*Numbers may total more than 100% per column if teachers responded to use of more than one method.

while 33 per cent of teachers at the secondary level had success with this method. Formal class discussions and in particular, a curricular unit on discipline and behaviour, were least popular. Other methods suggested by teachers are listed in Appendix D.

(e) Methods Used Successfully by Teachers to Prevent Vandalism by Students (See Table 16).

The most successful methods reported by teachers for preventing vandalism were: (1) clearly stating the rules, and (2) informal class discussions. In the case of secondary school teachers, the first of these two methods was perceived as being somewhat more successful than it was for elementary teachers. Student participation in damage repair, although used successfully by 36 per cent of teachers, was reported as being most successful by high school teachers. Similarly, the statement of consequences and student cash repayment programs, although listed as successful by 27 per cent and 17 per cent of high school and elementary school teachers respectively, was rated more successful by high schools. Elementary teachers, on the average, reported more success with "pride projects", behaviour modification techniques, and formal class discussions than did secondary school teachers. Other methods used by teachers are listed in Appendix E.

TABLE 16

PERCENTAGE AND RANK OF METHODS USED SUCCESSFULLY BY TEACHERS TO PREVENT VANDALISM BY STUDENTS

METHOD USED	GRADE 3 %	GRADE 6 %	GRADE 8 %	GRADE 10 %	GRADE 12 %	TOTAL %	TOTAL Rank
1. Statement of rules	41	35	25	49	53	**41**	**1**
2. Statement of consequences	24	26	18	32	32	27	4
3. Informal class discussion	41	38	26	39	42	**37**	2
4. Formal class discussion	11	14	7	6	5	9	8
5. Student cash repayment	8	13	15	22	25	17	5
6. Parent cash repayment	5	6	8	5	8	7	9
7. Student participation in repair	30	29	26	45	49	**36**	3
8. "Pride Projects"	21	19	11	11	12	15	6.5
9. Curricular unit (Vandalism)	<1	2	1	3	2	2	10
10. Behaviour modification	19	14	10	17	15	15	6.5
11. Others	<1 *	<1 *	2 *	2 *	<1 *	1 *	11

*Numbers may total more than 100% per column if teachers responded to use of more than one method.

IV. SUMMARY, DISCUSSION, AND RECOMMENDATIONS

This report was compiled by members of the CEDSS Discipline and Vandalism Sub-committee in response to their mandate to conduct an evaluative study of discipline and vandalism in Scarborough schools. The Sub-committee spent a great deal of time at the outset in trying to isolate a specific area for evaluation. Briefly, it was felt that the vandalism part of the topic was under adequate review already by the Plant Department for the Scarborough Board of Education and that any further assessment was unneccessary at this time. In addition, a number of studies had been conducted recently in Scarborough dealing with various aspects of discipline in the schools, (Provincial Policy Review, 1980; Shulman and Dilling, 1982) and duplication of these efforts was undesirable. Amongst the findings in these studies were the following:

- More than half (53%) of Scarborough students, parents, and teachers reported that student behaviour had remained the same or had improved during the past few years; forty-seven per cent of the same groups felt that behaviour had deteriorated.
- The most frequent forms of misbehaviour have been classified as: student-student conflict, tardiness, student-teacher conflict, vandalism, disruptiveness on school buses, truancy, and tobacco-related offenses.
- The most difficult type of discipline problem faced by teachers is the recurring misbehaviour and disruptiveness caused by a small percentage of students.
- There is a widespread belief that many of the discipline-related problems in schools are a reflection of the deep dissatisfactions currently being experienced by society in general. These are related

to family breakdown, employment opportunities, media violence, multi-cultural differences, conflicts between the civil libertarian and the "new-right" conservative positions, availability of drugs, etc.

It was decided, finally, that since Ministry and Scarborough guidelines in regard to discipline stressed the importance of instilling in students self-discipline, self-worth, and a sense of responsibility for their actions, the investigation would focus on an evaluation of "self-discipline". This rather non-traditional examination of the issue of discipline in schools would serve perhaps to re-focus attention on the more positive, affirmative aspects associated with student behaviour. A review of the literature revealed that no studies were available on methods of assessing self-discipline in students, and the Sub-committee became aware that it would be conducting a unique type of study.

The evaluation question agreed upon was,

- How well self-disciplined are students in Scarborough schools? The research questions sought to answer whether there were differences:

  (i) in the responses of students, parents, teachers, caretakers, and office staff,

  (ii) from grade to grade

  (iii) from one type of school to another.

The answer to a related question was also sought:

- How did the responses regarding students' actual behaviour compare to the expectations or goals of each of the groups surveyed?

Finally, in order to provide some direction for improvement, the following questions were also posed:

- What sources of information were used by teachers to gain knowledge about student self-discipline?
- What were the successful methods used by teachers to teach/foster self-discipline in their students?
- What were the successful methods used by teachers to prevent vandalism by the students?

The method of data collection involved the distribution and collection of questionnaires from a selection of students, parents, teachers, caretakers, and office staff at the Grade 3, 6, 8, 10, and 12 levels. Questionnaires to students, teachers, caretakers, and office staff were distributed on or about the date designated as "CEDSS Day" (February 8, 1982), while questionnaires to parents were sent and were to be returned by mail. An original aspect of the research design vis-à-vis discipline studies was that each student sampled received a comparative rating from his or her own parent, teacher, and where appropriate, a caretaker and office staff member from his/her school. This allowed the Sub-committee to make more reliable statements about similarities or differences in findings because all groups were rating the same individuals. It also enabled the Sub-committee to conduct a more intensive analysis on a number of students who were rated as exercising the least amount of self-discipline regarding school matters.

The return rate for most students, teachers, and office staff can be regarded as very favourable (85 per cent on the average); this means that general statements about these respective groups can be made quite reliably. On the other hand, the lower rate of returns by parents, caretakers, Grade 10 vocational and ASE students, Grade 10 secondary and ASE teachers, and Grade 12 secondary and vocational teachers indicates that generalizations about the

findings of these groups can be made with much less certainty. Some speculation about the reasons for these lower return rates can be found on pages 17 to 18.

The remainder of this section is devoted to highlighting the findings presented in the Results chapter of the report.

How well self-disciplined are students in Scarborough schools?

In general:

Ratings of students' behaviour produced positive and encouraging results. The average rating for all five groups surveyed (students, parents, teachers, caretakers, and office staff) was 4.3 on a 5-point rating scale; this was represented as "often" on the verbal descriptive scale. This finding compares favourably with other studies which have been discussed in this report. The following reasons may help account for this apparent improvement in student behaviour:

(i) Unlike most other studies, parents surveyed in this study rated their own children. This probably caused the inflated ratings (average 4.5) which were pronounced by the parent group. In previous studies, it may have been easier for parents to be critical when assessing the behaviour of someone else's child; as is known by social scientists, most parents are unlikely to see or rate their own offspring negatively for fear of admitting their own faults or failures. So that, although parental ratings obtained for this study may be biased in the positive direction, other studies may have been influenced unduly in the opposite way.

(ii) Perhaps the change of focus from "discipline" to "self-discipline" has altered perceptions from a negative to a more positive approach. This would make direct comparisons with other studies difficult.

Although it is believed that the questions posed to respondents were free of bias, it may be that society's associations with the concept of self-discipline have built-in positive assumptions.

(iii) Perhaps some of the educational, societal, and legal changes which have come about recently are in fact responsible for improved student behaviour. These include the high priority given by school principals to developing self-discipline (see results of principals' survey, Appendix B) and the shift in the climate of the times toward stricter controls. Schools may be seen as regaining some of the control lost to the "laissez-faire" practices of the sixties and seventies and are being given a vote of confidence for their efforts.

An analysis of results by grade revealed some consistencies at the elementary level; however, a trend of gradual decrease in ratings from Grade 3 to Grade 10, with a general increase in Grade 12, was observed. Three factors are offered to account for these trends:

(i) Peer influences become increasingly important as a child grows older. Therefore, the attempts of parents and educators to socialize and discipline children during middle childhood may suffer (temporarily), despite the best efforts of these individuals.

(ii) Although students in Grade 10 received the lowest ratings in this study, one might speculate that Grade 9 students do not fare much better. This is often seen as the period of greatest turmoil for adolescents--perhaps as early as Grade 8 for females and peaking in Grade 10 for males. In this regard, it is interesting to note that the Secondary Education Review Project (1981) suggested that special attention be directed toward the problems of Grade 9 and 10 students.

(iii) For most students, entry into Grade 11 is the first time that attendance in school has not been compulsory. This means that many of the students who were in attendance against their will have most likely taken leave. Those who remain are generally at school through their own choice, and therefore, their behaviour would be more co-operative. These would probably be the students who have been most successful academically as well and, as such, contribute to the high positive correlation which was reported between self-discipline and achievement (see Table 8).

An assessment of the findings by type of school demonstrated that students in K-6 and K-8 schools, and ASE classes (at least those represented) received the highest ratings. There were very few differences of significance between the K-6 and K-8 schools. There was a trend for students in senior public schools to be rated slightly lower. Students in collegiate and secondary schools differed very little in their ratings, whereas vocational students were rated quite consistently as poorest in their behaviour.

Specific areas of success:

(1) Some satisfaction must be derived from the knowledge that the ratings of the five groups of participants in this study were not highly discrepant. Although there were a number of areas where disagreement was evident (to be discussed in the following section), it appears that the views students have of their own behaviour are not vastly different from those of their parents, teachers, and the support staff in their schools. One might conclude, therefore, that Scarborough educators, students, and parents have acknowledged some consensus about the current positively-oriented status of student self-discipline. A note of caution must be raised, however, regarding

the representativeness of the parent group. It will be recalled that 46 per cent of this group did not respond to the survey, and therefore, it may not be concluded reliably that all parents are supportive of this position.

(2) Whereas previous concerns have included student deportment, attendance, and punctuality, the results of this study indicated that these aspects of discipline are amongst those best managed by most students. Unfortunately, one aspect of the attendance issue, skipping, which was to have been investigated in this study, became impossible to evaluate due to a clerical oversight which invalidated this item. Such data may have altered the results of this overall item. By means of a separate analysis, it became evident that students who received the lowest ratings from their teachers on an overall rating of self-discipline were also those who attended school less often and less punctually (average rating of 3.7 on these items compared to 4.6 for the sample group). This group was made up of approximately nine per cent of the students sampled. As for deportment, the generally favourable ratings may reflect societal changes toward acceptance of the "jean culture", or a genuine shift toward more conservative dress patterns which would be more agreeable to the adult groups.

(3) Interestingly, in light of the strength of the caretakers' request for the CEDSS evaluation to include discipline and vandalism, both caretakers and office staff awarded comparatively high ratings for student courtesy directed toward themselves and student obedience to their instructions. This was true also (although slightly less so) for the nine per cent of students who were rated as very low in self-disciplinary skills. Another group, vocational students, whose overall behaviour was rated rather poorly, received comparatively better ratings from office staff (for Grades 10 and 12) and

caretakers (for Grade 12 only) on these items as well. In return, students rated the courtesy accorded these individuals as highest for office staff (4.5 on a 5-point scale) and slightly lower for caretakers (4.2). Therefore, it appears that school support staff enjoy a relatively high degree of respect from Scarborough students. Perhaps this can be accounted for by the generally supportive, non-threatening role played by such personnel, especially at the elementary school level (and particularly of office staff). One might speculate as well about the recent implementation of in-service workshops for office staff. It would be interesting to investigate whether these workshops serve to teach new skills or to reinforce good skills which have been acquired already. In any event, it is obvious that these two groups of non-teaching personnel have an important contribution to make regarding students' perceptions of respect toward other adults.

(4) Similarly, positive ratings were given and received regarding student courtesy toward one's own teachers. Where this did become a problem, however, was with the nine per cent of students who were selected as lacking in self-discipline. This finding supports other studies where results have indicated that it is a minority of students who contribute to student-teacher conflict.

Areas of concern:

(1) Students' ratings of their respect for peers were among the lowest of all items (average 3.8 on a 5-point scale), and these were most pronounced at the elementary level. Similar findings were documented in the Provincial Policy Review (1980) where student-student conflict was classified as the most frequent form of misbehaviour, particularly among the younger students. These findings raise even more concerns when compared with the high priority (rank

position number 1) placed on this item by teachers. Does this reflect a difficulty for educators in teaching "values", and if so, is this because of inadequate training or the inherent advanced level of cognitive reasoning required of students? Another possibility is that the transmission of these values is dependent on parental and societal support. Parents surveyed in this study rated students' behaviour toward peers as sixth in importance out of nine goal choices.

(2) Students' behaviour toward supply staff also received relatively low ratings (3.8). Many factors may contribute to this situation including: a traditionally negative image by students of supply teachers, students' reaction (particularly at the secondary level) to missing lessons, or the problem that supply teachers have in being prepared to teach a wide range of topics on very short notice. The situation may be especially disconcerting at present because supposedly, the quality of supply teachers should be at its peak (with the availability of highly motivated, young teachers who have been unable to secure permanent positions), and perhaps because of an increased demand for supply teachers due to higher staff absences caused by teacher "burn-out".

(3) The poor ratings received by Grade 10 students have been discussed on page 57.

(4) Although on the one hand, it may be reassuring that the numbers are not higher, one cannot ignore the fact that teachers rated nine per cent of the students as being poorly self-disciplined regarding school matters. This figure compares with data from past studies which have indicated that between 10 and 15 per cent of students are the source of school disruptiveness (Ianni, 1979; Holmes, 1980). Forty-two per cent of the parents of these students submitted ratings for their children; these reflected some agreement with the teachers, although generally were not as severe. These differences between

parental and teacher ratings will be discussed later.

A particular aspect of concern regarding these more disruptive students was their own rating of self-worth. This was the only item for which they (or any group) rated their behaviour at a higher level than that for the overall sample group (4.2 versus 4.1). Similarly, higher ratings for vocational (average 4.5) versus collegiate (average 4.1) and secondary (average 4.3) students were observed. Do these students display a hard outer shell to protect against internal insecurity and conflicts? Interestingly, even lower ratings of self-worth were recorded by ASE students (average 4.0). Teachers of vocational and ASE students responded with comparatively low scores (average 3.75 and 3.8 respectively). Further studies may shed light on the reasons for these differences.

How did the responses regarding students' actual behaviour compare to the expectations or goals of each of the groups surveyed?

The results indicated "that an inverse relationship exists between the best and worst behaviours displayed by students and the importance placed upon each of these behaviours surveyed as goals". Therefore, where students received the highest ratings (i.e., deportment and punctuality), these items were placed lowest for goal preference; and where students' behaviour was rated lowest (concern for peers), a high rating for goal importance was recorded. One way of accounting for this finding is to assume that, where students have been perceived as having positive behaviour patterns, the importance of emphasizing that goal becomes minimized.

Although the trend of behavioural and goal mis-matching indicated above was reasonably consistent across groups, one exception in particular should be pointed out. Parents' goal ranking of students' respect for peers was

remarkably lower than the rankings provided by other groups. Perhaps parents do not regard this behaviour as a goal of education, or a responsibility which should be adopted by schools to teach. This is discrepant with the views expressed by teachers who ranked this behaviour as number one in priority toward the achievement of good discipline. Obviously an exchange of ideas on this issue is necessary between parents and educators.

What sources of information were used by teachers to gain knowledge about student self-discipline?

The most useful sources of information were discussions with educators and personal experiences. Although support services and in-service programs were reportedly used by approximately one-third of the teachers, unfavourable ratings were received about the usefulness of the in-service workshops. Other sources are reported on page 48 and in Appendix C.

What were the successful methods used by teachers to teach/foster self-discipline in their students?

Informal class discussion was regarded generally as the most favourable technique, followed by example and modelling for secondary school teachers and behaviour modification for elementary school teachers. Other methods are reported on page 48 and in Appendix D.

What were the successful methods used by teachers to prevent vandalism by their students?

The most successful methods reported were a clear statement of the rules and informal class discussions. Thirty-six per cent of teachers responded that they had had success with students participating in damage repair, and 27 per cent of secondary school teachers reported success with student cash repayment programs. Other methods are reported on page 51 and in Appendix E.

Recommendations:

1. That this report be made available to all constituents who participated in the study: students, parents, teaching staff, and non-teaching staff. Principals should be encouraged to discuss the findings with all groups, particularly with parents, where differences regarding goal priorities may exist. Teachers should be made aware of the resources compiled in the appendices of the report.
2. That consideration be given to the general decrease of ratings from Grade 3 to Grade 10. Special attention should be directed at trying to understand the problems of Grade 10 students by investigating other studies which have been conducted (e.g., CEDSS self-esteem report and reviews of senior public and vocational schools) and reviewing relevant aspects of the Grade 10 curriculum (e.g., values education).
3. (i) That the Personnel Department, through the Program Department, provide: in-service training for occasional teachers where part of the in-service program is allotted to the design and dissemination of "emergency packages" for use by these teachers. (It is suggested that these packages be used only when the day book is not prepared or ready for the occasional teacher, and that their function may best be realized at the elementary and intermediate school levels.)

   (ii) That it be considered the responsibility of individual schools to assess their own situations with respect to occasional teachers and to make appropriate changes where necessary.

4. That, due to the apparent success of initial in-service workshops for non-teaching personnel, consideration be given to their continuation and expansion. Further integration of non-teaching personnel as members of the school staff team is suggested.
5. That improvement of in-service programs for teachers regarding self-discipline be considered. Special consideration should be given to designing methods for coping with the students who were identified in this study as being disruptive (9 per cent of the student body).

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APPENDIX A

Questionnaires

CEDSS DISCIPLINE AND VANDALISM

STUDENT QUESTIONNAIRE

PLEASE TEAR OFF THIS PAGE
BEFORE YOU RETURN THE QUESTIONNAIRE

For office use [1 - 4]

[3 | 0] [5,6]

CEDSS DISCIPLINE AND VANDALISM STUDENT QUESTIONNAIRE

PART A. 1. School name: _____

2. Sex: boy. . . . . ☐ (1) girl. . . . . ☐ (2) [7]

3. Grade: [03] [8,9]

PART B. *Read each of the sentences below and then circle the word to the right that says how often you behave or feel this way.*

	(1)	(2)	(3)	
1. When my friend gets upset, I get upset too.	Never	Sometimes	Always	[10]
2. I get upset when someone in my class is treated unfairly.	Never	Sometimes	Always	[11]
3. Good manners are important when I'm with my friends.	Never	Sometimes	Always	[12]
4. Good manners are important when I'm with my teacher.	Never	Sometimes	Always	[13]
5. Good manners are important when I'm with the people in the office. . .	Never	Sometimes	Always	[Go to 15]
6. Good manners are important when I'm with the caretaker.	Never	Sometimes	Always	[16]
7. Good manners are important when I'm with a supply teacher.	Never	Sometimes	Always	[17]
8. I try to do what my teacher tells me to do.	Never	Sometimes	Always	[18]
9. I try to follow school rules.	Never	Sometimes	Always	[19]
10. I have picked up paper in the schoolyard without someome asking me.	Never	Sometimes	Always	[Go to 21]

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		(1)	(2)	(3)	
11.	It upsets me when a school window is broken.	Never	Sometimes	Always	[22]
12.	I try to look after my school.	Never	Sometimes	Always	[23]
13.	What I learn in school is important to me.	Never	Sometimes	Always	[24]
14.	It is important to me that I finish my schoolwork.	Never	Sometimes	Always	[25]
15.	My schoolwork is done as well as I can.	Never	Sometimes	Always	[26]
16.	When I break something, I should pay for it.	Never	Sometimes	Always	[27]
17.	I like myself.	Never	Sometimes	Always	[28]
18.	If I had the choice, I would go to school clean and well-dressed.	Never	Sometimes	Always	[29]
19.	Do you ever stay away from school when you are NOT sick?	Never	Sometimes	Always	[30]
20.	I try to be on time for school.	Never	Sometimes	Always	[31]

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CEDSS DISCIPLINE AND VANDALISM

STUDENT QUESTIONNAIRE

PLEASE TEAR OFF THIS PAGE
BEFORE YOU RETURN THE QUESTIONNAIRE

For office use [1 - 4]

CEDSS DISCIPLINE AND VANDALISM STUDENT QUESTIONNAIRE

3 | 1 [5,6]

PART A. 1. School name: _____

2. Sex: boy. . . . . ☐ (1) girl. . . . . ☐ (2) [7]

3. Grade: 06 [8,9]

PART B. *Here is a list of statements. Read each one carefully and then circle the word to the right that says how often you behave or feel this way.*

	(1)	(2)	(3)	(4)	(5)	
1. It upsets me when someone does something that upsets my friend.	Never	Rarely	Sometimes	Often	Always	[10]
2. It upsets me when someone is treated unfairly. . . .	Never	Rarely	Sometimes	Often	Always	[11]
3. Good manners are important when I'm with my friends.	Never	Rarely	Sometimes	Often	Always	[12]
4. Good manners are important when I'm with my teacher.	Never	Rarely	Sometimes	Often	Always	[13]
5. Good manners are important when I'm with the people in the office.	Never	Rarely	Sometimes	Often	Always	[Go to 15]
6. Good manners are important when I'm with a caretaker.	Never	Rarely	Sometimes	Often	Always	[16]
7. Good manners are important when I'm with a supply teacher.	Never	Rarely	Sometimes	Often	Always	[17]
8. I try to do what my teacher tells me to do.	Never	Rarely	Sometimes	Often	Always	[18]

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9. I try to follow school rules.	Never	Rarely	Sometimes	Often	Always	[19]
10. I have picked up paper in the school yard without someone asking me.	Never	Rarely	Sometimes	Often	Always	[Go to 21]
11. It upsets me when a school window is broken. . . .	Never	Rarely	Sometimes	Often	Always	[22]
12. I feel that school property, in a sense, belongs to me.	Never	Rarely	Sometimes	Often	Always	[23]
13. School and education are important.	Never	Rarely	Sometimes	Often	Always	[24]
14. Homework is important.	Never	Rarely	Sometimes	Often	Always	[25]
15. My school work is done as well as I can.	Never	Rarely	Sometimes	Often	Always	[26]
16. When I break something I expect to pay for it. . .	Never	Rarely	Sometimes	Often	Always	[27]
17. I like myself	Never	Rarely	Sometimes	Often	Always	[28]
18. If I had the choice, I would go to school clean and well dressed.	Never	Rarely	Sometimes	Often	Always	[29]
19. I go to school except when I am sick.	Never	Rarely	Sometimes	Often	Always	[30]
20. I try to be on time for school.	Never	Rarely	Sometimes	Often	Always	[31]
	(1)	(2)	(3)	(4)	(5)	

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THE BOARD OF EDUCATION FOR THE BOROUGH OF SCARBOROUGH

February 8, 1982

Dear Student:

The Scarborough Board of Education has been involved during the past two years in a special evaluation project called CEDSS (Co-operative Evaluation and Development of the Scarborough School System). Today on "CEDSS Day", a number of students and staff in many Scarborough schools, and also some parents, will be asked to participate in providing necessary information about our system.

You have been selected randomly (as well as your parents/guardian and one of your teachers) to answer a questionnaire from the CEDSS Discipline and Vandalism sub-committee. Your co-operation is important so that a complete picture can be obtained. Please do the following:

1. Answer each question as quickly and honestly as you can. Remember, this is NOT a test.
2. After you complete all questions, tear off this front page so that you can not be identified. Do not put your name on the questionnaire.
3. Finally, place the questionnaire in the attached envelope and return to the designated location in your school.

Thank you in advance for your help.

PLEASE NOTE:
The numbers in brackets at the extreme right margin of the questionnaire are for office use only.

J. J. Watt
Assistant Director
of Education

J.P. McLoughlin,
Superintendent of Student
and Community Services

[For office use] [1-4]

3 | 2 [5,6]

CEDSS DISCIPLINE AND VANDALISM - STUDENT QUESTIONNAIRE

PART A. 1. School name: _____

2. Sex: male . . . . . ☐ (1) female . . . . . ☐ (2) [7]

3. Grade: (please circle) 08, 10, or 12 [8,9]

PART B. *Please answer the following questions by circling the word to the right that describes how often you behave this way.*

1. Do you "put down" other students?	Never	Rarely	Sometimes	Often	Always	[10]
2. Do you respect the rights of other students?	Never	Rarely	Sometimes	Often	Always	[11]
3. Do you listen to and consider other students' points of view?	Never	Rarely	Sometimes	Often	Always	[12]
4. Do you show courtesy toward your own teachers? . . .	Never	Rarely	Sometimes	Often	Always	[13]
5. Do you show courtesy toward other teaching staff in your school?	Never	Rarely	Sometimes	Often	Always	[14]
6. Do you show courtesy toward the office staff in your school?	Never	Rarely	Sometimes	Often	Always	[15]
7. Do you show courtesy toward the caretakers in your school?	Never	Rarely	Sometimes	Often	Always	[16]
8. Do you show courtesy toward supply teachers?	Never	Rarely	Sometimes	Often	Always	[17]
9. Do you follow the instructions of your teachers? . .	Never	Rarely	Sometimes	Often	Always	[18]
10. Do you follow school rules?	Never	Rarely	Sometimes	Often	Always	[19]
11. Do you show respect for the property of other students?	Never	Rarely	Sometimes	Often	Always	[20]
12. Do you show respect for school property?	Never	Rarely	Sometimes	Often	Always	[21]
13. Do you come to class prepared and equipped to learn?	Never	Rarely	Sometimes	Often	Always	[Go to 24]
	(1)	(2)	(3)	(4)	(5)	

	(1)	(2)	(3)	(4)	(5)	
14. Do you do class assignments as well as you can? . . .	Never	Rarely	Sometimes	Often	Always	[Go to 26]
15. Do you like yourself?	Never	Rarely	Sometimes	Often	Always	[Go to 28]
16. Do you come to school appropriately dressed?	Never	Rarely	Sometimes	Often	Always	[29]
17. Do you attend school regularly?	Never	Rarely	Sometimes	Often	Always	[30]
18. Do you attend classes on time?	Never	Rarely	Sometimes	Often	Always	[31]
19. Do you skip classes?	Never	Rarely	Sometimes	Often	Always	[32]
20. Would you describe yourself as a person who has consideration and respect for people and property at school and a concern about your school work and education?	Never	Rarely	Sometimes	Often	Always	[33]

PART C.

The following is a list of some goals and objectives related to good discipline. First, read all nine of them, and then put a check mark (√) beside the 3 which you feel are the most important.

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			[Go to 35]
1. To show concern for the feelings, needs, and rights of other students.	☐	(1)	
2. To show respect and courtesy toward teachers and other adults in the school.	☐	(1)	[36]
3. To follow school and classroom rules.	☐	(1)	[37]
4. To show respect for school property and the property of others.	☐	(1)	[38]
5. To prepare for, and complete, school assignments as well as possible.	☐	(1)	[39]
6. To accept responsibility for decisions.	☐	(1)	[40]
7. To achieve a positive feeling about oneself.	☐	(1)	[41]
8. To attend school clean and appropriately dressed.	☐	(1)	[42]
9. To attend school and classes regularly and on time.	☐	(1)	[43]
10. Others: _____	☐	(1)	[44]

THE BOARD OF EDUCATION FOR THE BOROUGH OF SCARBOROUGH

February 8, 1982

Dear Parent or Guardian:

The Scarborough Board of Education, in co-operation with the Ontario Ministry of Education, has been involved during the past two years in conducting a system-wide evaluation and development project entitled CEDSS (Co-operative Evaluation and Development of the Scarborough School System). You are being approached now to provide some final details in a long process of information collecting.

By a process of random sampling, your child (noted at the bottom) has been selected to respond to a questionnaire from the CEDSS Discipline and Vandalism Sub-committee. One of the objectives of this sub-committee is to investigate similarities and differences concerning issues of discipline and vandalism among students, their parents, their teachers and the support staff in their schools. Therefore, for each student selected, ratings will be obtained from the student, their parent/guardian, one of their teachers, and in the elementary schools possibly from support staff. Each questionnaire returned will be anonymous. Individual students will not be identified, results will be reported by grade level.

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As you see, your input is necessary to obtain a complete picture for the sub-committee. Would you please co-operate by doing the following:

1. Respond to this questionnaire as honestly as you can.
2. After completing the questionnaire, TEAR OFF THIS FRONT PAGE so that confidentiality is assured.
3. Place the completed questionnaire in the envelope provided and return as soon as possible.

Thank you in advance for your co-operation.

PLEASE NOTE:
The numbers in brackets at the extreme right margin of the questionnaire are for office use only.

J.J. Watt.
Assistant Director
of Education

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J. P. McLoughlin,
Superintendent of Student
and Community Services

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[For office use]

[1-4]

2	8	[5,6]

CEDSS DISCIPLINE AND VANDALISM - PARENT QUESTIONNAIRE

PART A. 1. School name : _____

2. Sex of student: male . . . . . ☐ (1) female . . . . . ☐ (2) [7]

3. Grade: (please circle) 03, 06 or 08 [8-9]

PART B. *Please answer the following questions by circling the word to the right that describes how often your child behaves this way.*

1. Does your child:	(1)	(2)	(3)	(4)	(5)	(6)	
a) show concern for the feelings of other students?	Never	Rarely	Sometimes	Often	Always	Don't Know	[10]
b) respect the rights of other students?	Never	Rarely	Sometimes	Often	Always	Don't Know	[11]
c) show courtesy toward other students?	Never	Rarely	Sometimes	Often	Always	Don't Know	[12]
2. Does your child:							
a) show courtesy toward his/her teachers(s)?	Never	Rarely	Sometimes	Often	Always	Don't Know	[13]
b) follow the instructions of his/her teacher(s)? . .	Never	Rarely	Sometimes	Often	Always	Don't Know	[Go to 18]
c) follow school rules?	Never	Rarely	Sometimes	Often	Always	Don't Know	[19]
3. Does your child show respect for:							
a) the property of other students?	Never	Rarely	Sometimes	Often	Always	Don't Know	[20]
b) school property?	Never	Rarely	Sometimes	Often	Always	Don't Know	[21]

	(1)	(2)	(3)	(4)	(5)	(6)	
4. Does your child:							
a) go to classes prepared and equipped to learn? . . .	Never	Rarely	Sometimes	Often	Always	Don't Know	[Go to 24]
b) do class assignments as well as he/she can?	Never	Rarely	Sometimes	Often	Always	Don't Know	[Go to 26]
5. Is your child willing to accept the consequences of his/her own actions regarding school matters?	Never	Rarely	Sometimes	Often	Always	Don't Know	[27]
6. How do you perceive your child's sense of self-worth: Does he/she like him/herself?	Never	Rarely	Sometimes	Often	Always	Don't Know	[28]
7. Does your child attend school appropriately dressed? .	Never	Rarely	Sometimes	Often	Always	Don't Know	[29]
8. Does your child:							
a) attend school regularly?	Never	Rarely	Sometimes	Often	Always	Don't Know	[30]
b) attend classes punctually?	Never	Rarely	Sometimes	Often	Always	Don't Know	[31]
c) *(for parents of Grade 8 students only)* skip classes?	Never	Rarely	Sometimes	Often	Always	Don't Know	[32]
9. Would you describe your child as "self-disciplined" regarding school matters?	Never	Rarely	Sometimes	Often	Always	Don't Know	[33]

PART C.

The following is a list of some goals and objectives related to good discipline. First, read all nine of them, and then put a check mark (√) beside the 3 which you feel are the most important.

1.	To show concern for the feelings, needs, and rights of other students.	☐ (1)	[Go to 35]
2.	To show respect and courtesy toward teachers and other adults in the school.	☐ (1)	[36]
3.	To follow school and classroom rules.	☐ (1)	[37]
4.	To show respect for school property and the property of others.	☐ (1)	[38]
5.	To prepare for, and complete, school assignments as well as possible.	☐ (1)	[39]
6.	To accept responsibility for decisions.	☐ (1)	[40]
7.	To achieve a positive feeling about oneself.	☐ (1)	[41]
8.	To attend school clean and appropriately dressed.	☐ (1)	[42]
9.	To attend school and classes regularly and on time.	☐ (1)	[43]
10.	Others: _____	☐ (1)	[44]

_____

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THE BOARD OF EDUCATION FOR THE BOROUGH OF SCARBOROUGH

February 8, 1982

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As you see, your input is necessary to obtain a complete picture for the sub-committee. Would you please co-operate by doing the following:

1. Respond to this questionnaire as honestly as you can.
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3. Place the completed questionnaire in the envelope provided and return as soon as possible.

Thank you in advance for your co-operation.

PLEASE NOTE:
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J.J. Watt.
Assistant Director
of Education

J. P. McLoughlin,
Superintendent of Student
and Community Services

[For office use]

[1-4]

2	9	[5,6]

CEDSS DISCIPLINE AND VANDALISM - PARENT QUESTIONNAIRE

PART A. 1. School name : _____

2. Sex of student: male . . . . . ☐ (1) female . . . . . ☐ (2) [7]

3. Grade: (please circle) 10 or 12 [8-9]

PART B. *Please answer the following questions by circling the word to the right that describes how often your child behaves this way.*

	(1)	(2)	(3)	(4)	(5)	(6)	
1. Does your child:							
a) show concern for the feelings of other students?	Never	Rarely	Sometimes	Often	Always	Don't Know	[10]
b) respect the rights of other students?	Never	Rarely	Sometimes	Often	Always	Don't Know	[11]
c) show courtesy toward other students?	Never	Rarely	Sometimes	Often	Always	Don't Know	[12]
2. Does your child:							
a) show courtesy toward his/her teachers(s)?	Never	Rarely	Sometimes	Often	Always	Don't Know	[13]
b) follow the instructions of his/her teacher(s)? . .	Never	Rarely	Sometimes	Often	Always	Don't Know	[Go to 18]
c) follow school rules?	Never	Rarely	Sometimes	Often	Always	Don't Know	[19]
3. Does your child show respect for:							
a) the property of other students?	Never	Rarely	Sometimes	Often	Always	Don't Know	[20]
b) school property?	Never	Rarely	Sometimes	Often	Always	Don't Know	[21]

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	(1)	(2)	(3)	(4)	(5)	(6)	
4. Does your child:							
a) go to classes prepared and equipped to learn? . . .	Never	Rarely	Sometimes	Often	Always	Don't Know	[Go to 24]
b) do class assignments as well as he/she can?	Never	Rarely	Sometimes	Often	Always	Don't Know	[Go to 26]
5. Is your child willing to accept the consequences of his/her own actions regarding school matters?	Never	Rarely	Sometimes	Often	Always	Don't Know	[27]
6. How do you perceive your child's sense of self-worth: Does he/she like him/herself?	Never	Rarely	Sometimes	Often	Always	Don't Know	[28]
7. Does your child attend school appropriately dressed? .	Never	Rarely	Sometimes	Often	Always	Don't Know	[29]
8. Does your child:							
a) attend school regularly?	Never	Rarely	Sometimes	Often	Always	Don't Know	[30]
b) attend classes punctually?	Never	Rarely	Sometimes	Often	Always	Don't Know	[31]
c) skip classes?	Never	Rarely	Sometimes	Often	Always	Don't Know	[32]
9. Would you describe your child as "self-disciplined" regarding school matters?	Never	Rarely	Sometimes	Often	Always	Don't Know	[33]

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PART C.

The following is a list of some goals and objectives related to good discipline. First, read all nine of them, and then put a check mark (√) beside the 3 which you feel are the most important.

1.	To show concern for the feelings, needs, and rights of other students.	☐ (1)	[Go to 35]
2.	To show respect and courtesy toward teachers and other adults in the school.	☐ (1)	[36]
3.	To follow school and classroom rules.	☐ (1)	[37]
4.	To show respect for school property and the property of others.	☐ (1)	[38]
5.	To prepare for, and complete, school assignments as well as possible.	☐ (1)	[39]
6.	To accept responsibility for decisions.	☐ (1)	[40]
7.	To achieve a positive feeling about oneself.	☐ (1)	[41]
8.	To attend school clean and appropriately dressed.	☐ (1)	[42]
9.	To attend school and classes regularly and on time.	☐ (1)	[43]
10.	Others: _____	☐ (1)	[44]

_____

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THE BOARD OF EDUCATION FOR THE BOROUGH OF SCARBOROUGH

February 8, 1982

Dear Teacher:

The Scarborough Board of Education, in co-operation with the Ontario Ministry of Education, has been involved during the past two years in conducting a system-wide evaluation and development project entitled CEDSS (Co-operative Evaluation and Development of the Scarborough School System). Today, "CEDSS Day" represents the culmination of efforts to gather information about the seven areas of evaluation which have been identified during the early stages of this project.

By a process of random sampling, one of your students (possibly more) has been selected to respond to a questionnaire from the CEDSS Discipline and Vandalism sub-committee. One of the objectives of this sub-committee is to investigate similarities and differences concerning issues of discipline and vandalism among students, their teachers, their parents, and the support staff in their schools. A second objective of the committee is to investigate sources of information and methods of teaching/fostering self-discipline, and preventing vandalism amongst students.

To help in obtaining this information, you are kindly requested to do the following:

1. Respond to Parts A and B of the questionnaire for the student identified on the label of this letter.
2. Complete Parts C, D, E, and F. Each questionnaire should require no more than 10 minutes.
3. If more than one of your students has been chosen, DO NOT RESPOND TO PARTS C, D, E, AND F more than once.
4. After completing the questionnaire(s), discard this letter so that no identification of student or teacher is possible. Confidentiality is important.
5. Place completed questionnaire(s) in the envelope provided and return to designated location in your school.

Thank you in advance for your co-operation.

PLEASE NOTE:
The numbers in brackets at the extreme right margin of the questionnaire are for office use only.

CEDSS Project Co-ordinator
J. J. Watt.
Assistant Director of Education

CEDSS Sub Committee
Discipline and Vandalism
Chairman, Pat McLoughlin,
Superintendent of Student
and Community Services

For office use [1-4]

3 3 [5,6]

CEDSS DISCIPLINE AND VANDALISM - TEACHER QUESTIONNAIRE

PART A. 1. School name: _____

2. Sex of student : male . . . . . ☐ (1) female . . . . . ☐ (2) [7]

3. Grade: (please circle) 03 06 08 [8,9]

PART B. *Please answer the following questions by circling the word to the right that describes how often this student behaves this way.*

	(1)	(2)	(3)	(4)	(5)	(6)	
1. Does this student:							
a) show concern for the feelings of other students? .	Never	Rarely	Sometimes	Often	Always	Don't Know	[10]
b) respect the rights of other students?	Never	Rarely	Sometimes	Often	Always	Don't Know	[11]
c) show courtesy toward other students?	Never	Rarely	Sometimes	Often	Always	Don't Know	[12]
2. Does this student:							
a) show courtesy toward you?	Never	Rarely	Sometimes	Often	Always	Don't Know	[13]
b) follow your instructions?	Never	Rarely	Sometimes	Often	Always	Don't Know	[Go to 18]
c) follow school rules?	Never	Rarely	Sometimes	Often	Always	Don't Know	[19]
3. Does this student show respect for:							
a) the property of other students?	Never	Rarely	Sometimes	Often	Always	Don't Know	[20]
b) school property?	Never	Rarely	Sometimes	Often	Always	Don't Know	[21]

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	(1)	(2)	(3)	(4)	(5)	(6)	
4. Does this student:							
a) come to class prepared and equipped to learn? . .	Never	Rarely	Sometimes	Often	Always	Don't Know	[Go to 24]
b) do class assignments as well as he/she can? . . .	Never	Rarely	Sometimes	Often	Always	Don't Know	[Go to 26]
5. Is this student willing to accept the consequences of his/her own actions in your class?	Never	Rarely	Sometimes	Often	Always	Don't Know	[27]
6. How do you perceive this student's sense of self-worth? He/she likes him/herself.	Never	Rarely	Sometimes	Often	Always	Don't Know	[28]
7. Does this student come to school clean and appropriately clothed?	Never	Rarely	Sometimes	Often	Always	Don't Know	[29]
8. Does this student:							
a) attend school regularly?	Never	Rarely	Sometimes	Often	Always	Don't Know	[30]
b) attend class punctually?	Never	Rarely	Sometimes	Often	Always	Don't Know	[31]
c) *(for grade 8 teachers only)* skip classes?	Never	Rarely	Sometimes	Often	Always	Don't Know	[32]
9. Would you describe this student as "self-disciplined" regarding school matters?	Never	Rarely	Sometimes	Often	Always	Don't Know	[33]
10. What is this student's current level of achievement in your class?	Fail	Poor	Good	Very Good	Excellent	Don't Know	[34]

PART C.

The following is a list of some goals and objectives related to good discipline. First, read all nine of them, and then put a check mark (√) beside the 3 which you feel are the most important.

1.	To show concern for the feelings, needs, and rights of other students.	☐ (1)	[Go to 35]
2.	To show respect and courtesy toward teachers and other adults in the school.	☐ (1)	[36]
3.	To follow school and classroom rules.	☐ (1)	[37]
4.	To show respect for school property and the property of others.	☐ (1)	[38]
5.	To prepare for, and complete, school assignments as well as possible.	☐ (1)	[39]
6.	To accept responsibility for decisions.	☐ (1)	[40]
7.	To achieve a positive feeling about oneself.	☐ (1)	[41]
8.	To attend school clean and appropriately dressed.	☐ (1)	[42]
9.	To attend school and classes regularly and on time.	☐ (1)	[43]
10.	Others: _____	☐ (1)	[44]

_____

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PART D.

The following is a list of various sources from which information regarding student discipline is available.

1. *In the first set of boxes, place a check mark beside any source(s) which you feel has contributed to your knowledge of, and expectations regarding, student self-discipline.*

2. *In the second set of boxes, rate the usefulness of any of the sources you have checked in the first set of boxes, according to the following scale: 1 = NOT VERY USEFUL. 2 = SOMEWHAT USEFUL. 3 = VERY USEFUL.*

SOURCES AVAILABLE	1. ✓ Check if contributed		2. Rate usefulness 1 2 or 3	
a) Ministry guidelines	☐ (1)	[45]	☐	[54]
b) Scarborough Curriculum Guidelines and resource booklets	☐ (1)	[46]	☐	[55]
c) Contact with support services (e.g., social workers, psychologists, guidance counsellors, police youth bureau, mental health workers).	☐ (1)	[47]	☐	[56]
d) Discussion with other educators (e.g., colleagues, school administrators, co-ordinator)	☐ (1)	[48]	☐	[57]
e) In-service programs (e.g., professional development workshops, presentations, newsletters)	☐ (1)	[49]	☐	[58]
f) Course work for academic qualifications	☐ (1)	[50]	☐	[59]
g) Personal reading. Please specify. _____	☐ (1)	[51]	☐	[60]
h) Personal experience (e.g., discussion with family and friends, own ideas)	☐ (1)	[52]	☐	[61]
i) Other. Please specify. _____	☐ (1)	[53]		

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PART E.

Please check any of the following methods you have used SUCCESSFULLY to teach or foster self-discipline in your students.

a) Curricular unit on discipline and behaviour . . . . . ☐ (1) [62]

b) Class discussion (informal, spontaneous) when an "issue" occurs . . . . . ☐ (1) [63]

c) Class discussion (formal with lesson plan based on a "case study", film, etc.). . . . . ☐ (1) [64]

d) Use of behaviour modification techniques . . . . . ☐ (1) [65]

e) Development of contracts with individual students . . . . . ☐ (1) [66]

f) Student participation in decision-making related to classroom policies . . . . . ☐ (1) [67]

g) Learning based on example and modelling . . . . . ☐ (1) [68]

h) Others: _____ ☐ (1) [69]

_____

PART F.

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Please check any of the following methods you have used SUCCESSFULLY to prevent vandalism by students in your class(es).

a) Clear statement about rules related to care and respect for school property and property of others. ☐ (1) [70]

b) Clear statement of consequences for occurrence of vandalism . . . . . ☐ (1) [71]

c) Class discussions (informal, spontaneous) related to a possible occurrence . . . . . ☐ (1) [72]

d) Class discussions (formal with lesson plan based on a "case study", film, etc.) . . . . . ☐ (1) [73]

e) Student payment in cash for repair or replacement . . . . . ☐ (1) [74]

f) Parent payment in cash for repair or replacement . . . . . ☐ (1) [75]

g) Student participation in repairing and/or cleaning up damage . . . . . ☐ (1) [76]

h) Implementation of student, or class pride projects . . . . . ☐ (1) [77]

i) Curricular unit on vandalism . . . . . ☐ (1) [78]

j) Use of behaviour modification techniques . . . . . ☐ (1) [79]

k) Others: _____ ☐ (1) [80]

THE BOARD OF EDUCATION FOR THE BOROUGH OF SCARBOROUGH

February 8, 1982

Dear Teacher:

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To help in obtaining this information, you are kindly requested to do the following:

1. Respond to Parts A and B of the questionnaire for the student identified on the label of this letter.
2. Complete Parts C, D, E, and F. Each questionnaire should require no more than 10 minutes.
3. If more than one of your students has been chosen, DO NOT RESPOND TO PARTS C, D, E, AND F more than once.
4. After completing the questionnaire(s), discard this letter so that no identification of student or teacher is possible. Confidentiality is important.
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Thank you in advance for your co-operation.

PLEASE NOTE:
The numbers in brackets at the extreme right margin of the questionnaire are for office use only.

CEDSS Project Co-ordinator
J. J. Watt.
Assistant Director of Education

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CEDSS Sub Committee
Discipline and Vandalism
Chairman, Pat McLoughlin,
Superintendent of Student
and Community Services.

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For office use [1-4]

3 4 [5,6]

CEDSS DISCIPLINE AND VANDALISM - TEACHER QUESTIONNAIRE

PART A. 1. School name: _____

2. Sex of student : male . . . . . ☐ (1) female . . . . . ☐ (2) [7]

3. Grade: (please circle) 10 or 12 [8,9]

PART B. *Please answer the following questions by circling the word to the right that describes how often this student behaves this way.*

	(1)	(2)	(3)	(4)	(5)	(6)	
1. Does this student:							
a) show concern for the feelings of other students? .	Never	Rarely	Sometimes	Often	Always	Don't Know	[10]
b) respect the rights of other students?	Never	Rarely	Sometimes	Often	Always	Don't Know	[11]
c) show courtesy toward other students?	Never	Rarely	Sometimes	Often	Always	Don't Know	[12]
2. Does this student:							
a) show courtesy toward you?	Never	Rarely	Sometimes	Often	Always	Don't Know	[13]
b) follow your instructions?	Never	Rarely	Sometimes	Often	Always	Don't Know	[Go to 18]
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3. Does this student show respect for:							
a) the property of other students?	Never	Rarely	Sometimes	Often	Always	Don't Know	[20]
b) school property?	Never	Rarely	Sometimes	Often	Always	Don't Know	[21]

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	(1)	(2)	(3)	(4)	(5)	(6)	
4. Does this student:							
a) come to class prepared and equipped to learn? . .	Never	Rarely	Sometimes	Often	Always	Don't Know	[Go to 24]
b) do class assignments as well as he/she can? . . .	Never	Rarely	Sometimes	Often	Always	Don't Know	[Go to 26]
5. Is this student willing to accept the consequences of his/her own actions in your class?	Never	Rarely	Sometimes	Often	Always	Don't Know	[27]
6. How do you perceive this student's sense of self-worth? He/she likes him/herself.	Never	Rarely	Sometimes	Often	Always	Don't Know	[28]
7. Does this student come to school clean and appropriately clothed?	Never	Rarely	Sometimes	Often	Always	Don't Know	[29]
8. Does this student:							
a) attend school regularly?	Never	Rarely	Sometimes	Often	Always	Don't Know	[30]
b) attend class punctually?	Never	Rarely	Sometimes	Often	Always	Don't Know	[31]
c) *(for grade 8 teachers only)* skip classes?	Never	Rarely	Sometimes	Often	Always	Don't Know	[32]
9. Would you describe this student as "self-disciplined" regarding school matters?	Never	Rarely	Sometimes	Often	Always	Don't Know	[33]
10. What is this student's current level of achievement in your class?	Fail	Poor	Good	Very Good	Excellent	Don't Know	[34]

PART C.

The following is a list of some goals and objectives related to good discipline. First, read all nine of them, and then put a check mark (√) beside the 3 which you feel are the most important.

1.	To show concern for the feelings, needs, and rights of other students.	☐ (1)	[Go to 35]
2.	To show respect and courtesy toward teachers and other adults in the school.	☐ (1)	[36]
3.	To follow school and classroom rules.	☐ (1)	[37]
4.	To show respect for school property and the property of others.	☐ (1)	[38]
5.	To prepare for, and complete, school assignments as well as possible.	☐ (1)	[39]
6.	To accept responsibility for decisions.	☐ (1)	[40]
7.	To achieve a positive feeling about oneself.	☐ (1)	[41]
8.	To attend school clean and appropriately dressed.	☐ (1)	[42]
9.	To attend school and classes regularly and on time.	☐ (1)	[43]
10.	Others: _____	☐ (1)	[44]

_____

PART D.

The following is a list of various sources from which information regarding student discipline is available.

1. *In the first set of boxes, place a check mark beside any source(s) which you feel has contributed to your knowledge of, and expectations regarding, student self-discipline.*

2. *In the second set of boxes, rate the usefulness of any of the sources you have checked in the first set of boxes, according to the following scale: 1 = NOT VERY USEFUL. 2 = SOMEWHAT USEFUL. 3 = VERY USEFUL.*

SOURCES AVAILABLE	1. ✓ Check if contributed		2. Rate usefulness 1 2 or 3	
a) Ministry guidelines	☐ (1)	[45]	☐	[54]
b) Scarborough Curriculum Guidelines and resource booklets	☐ (1)	[46]	☐	[55]
c) Contact with support services (e.g., social workers, psychologists, guidance counsellors, police youth bureau, mental health workers)	☐ (1)	[47]	☐	[56]
d) Discussion with other educators (e.g., colleagues, school administrators, co-ordinator)	☐ (1)	[48]	☐	[57]
e) In-service programs (e.g., professional development workshops, presentations, newsletters)	☐ (1)	[49]	☐	[58]
f) Course work for academic qualifications	☐ (1)	[50]	☐	[59]
g) Personal reading. Please specify. _____	☐ (1)	[51]	☐	[60]
_____				
h) Personal experience (e.g., discussion with family and friends, own ideas)	☐ (1)	[52]	☐	[61]
i) Other. Please specify. _____	☐ (1)	[53]		
_____				

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PART E.

Please check any of the following methods you have used SUCCESSFULLY to teach or foster self-discipline in your students.

a) Curricular unit on discipline and behaviour . . . . . ☐ (1) [62]

b) Class discussion (informal, spontaneous) when an "issue" occurs . . . . . ☐ (1) [63]

c) Class discussion (formal with lesson plan based on a "case study", film, etc.). . . . . ☐ (1) [64]

d) Use of behaviour modification techniques . . . . . ☐ (1) [65]

e) Development of contracts with individual students . . . . . ☐ (1) [66]

f) Student participation in decision-making related to classroom policies . . . . . ☐ (1) [67]

g) Learning based on example and modelling . . . . . ☐ (1) [68]

h) Others: _____ ☐ (1) [69]

_____

PART F.

109 *Please check any of the following methods you have used SUCCESSFULLY to prevent vandalism by students in your class(es).*

a) Clear statement about rules related to care and respect for school property and property of others. ☐ (1) [70]

b) Clear statement of consequences for occurrence of vandalism . . . . . ☐ (1) [71]

c) Class discussions (informal, spontaneous) related to a possible occurrence . . . . . ☐ (1) [72]

d) Class discussions (formal with lesson plan based on a "case study", film, etc.) . . . . . ☐ (1) [73]

e) Student payment in cash for repair or replacement . . . . . ☐ (1) [74]

f) Parent payment in cash for repair or replacement . . . . . ☐ (1) [75]

g) Student participation in repairing and/or cleaning up damage . . . . . ☐ (1) [76]

h) Implementation of student, or class pride projects . . . . . ☐ (1) [77]

i) Curricular unit on vandalism . . . . . ☐ (1) [78]

131 j) Use of behaviour modification techniques . . . . . ☐ (1) [79]

k) Others: _____ ☐ (1) [80] 132

THE BOARD OF EDUCATION FOR THE BOROUGH OF SCARBOROUGH

February 8, 1982.

Dear Office Staff/Caretaker:

The Scarborough Board of Education, in co-operation with the Ontario Ministry of Education, has been involved during the past two years in conducting a system-wide evaluation and development project entitled CEDSS (Co-operative Evaluation and Development of the Scarborough School System). Today, "CEDSS Day" represents the culmination of efforts to gather information about the seven areas of evaluation which have been identified during the early stages of this project.

A number of students in your school, as well as their parents and teachers, have been randomly chosen to participate in a study designed by the CEDSS Discipline and Vandalism sub-committee. One of the objectives of this sub-committee is to investigate similarities and differences concerning issues of discipline and vandalism among students, parents, teachers and support staff. To help in obtaining this information, you are kindly requested to do the following:

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1. Respond to Parts A and B of the questionnaire for the student identified on the label of this letter. (If you do not know a student, possibly referring to a class picture would help in recognition; otherwise return the questionnaire and mark it "don't know this student".)
2. If you have been asked to complete more than one questionnaire, ONLY RESPOND TO PART C ONCE PER GRADE.
3. After completing the questionnaire, discard this letter so that no identification of student is possible. ALL RESULTS REPORTED WILL BE ANONYMOUS, the sub-committee is interested in analysis by grade level only.
4. Place completed questionnaires in envelope provided and return to: CEDSS RESEARCH CENTRE OFFICE, WILLIAM TREDWAY JUNIOR P.S.

Thank you in advance for your co-operation.

PLEASE NOTE:
The numbers in brackets at the extreme right margin of the questionnaire are for office use only.

J. J. Watt,
Assistant Director
of Education.

J. P. McLoughlin,
Superintendent of Student
and Community Services.

[For office use]

				[1-4]
		3	5	[5,6]

CEDSS DISCIPLINE AND VANDALISM CARETAKER QUESTIONNAIRE

PART A. 1. School name: _____

2. Sex of student: male . . . . . ☐ (1) female . . . . . ☐ (2) [Go to 8,9]

3. Grade: (please circle) 03 06 08

PART B. *Please answer the following questions by circling the word to the right that describes how often this child behaves this way.*

	(1)	(2)	(3)	(4)	(5)	(6)	
1. Does this student:							
(a) show concern for the feelings of other students?	Never	Rarely	Sometimes	Often	Always	Don't know	[10]
(b) respect the rights of other students?	Never	Rarely	Sometimes	Often	Always	Don't know	[11]
(c) show courtesy toward other students?	Never	Rarely	Sometimes	Often	Always	Don't know	[12]
2. Does this student:							
(a) show courtesy toward you?	Never	Rarely	Sometimes	Often	Always	Don't know	[Go to 16]
(b) follow your instructions?	Never	Rarely	Sometimes	Often	Always	Don't know	[Go to 18]
3. Does this student show respect for school property?	Never	Rarely	Sometimes	Often	Always	Don't Know	[Go to 21]
4. Is this student willing to accept the consequences of his/her own actions?	Never	Rarely	Sometimes	Often	Always	Don't Know	[Go to 27]

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5. How do you perceive this student's sense of self-worth? Does he/she like him/herself? . . . . . Never Rarely Sometimes Often Always Don't know [28]

6. Does this student:

(a) attend school regularly? . . . . . Never Rarely Sometimes Often Always Don't know [Go to 30]

(b) attend classes on time? . . . . . Never Rarely Sometimes Often Always Don't know [31]

7. Would you describe this student as "self-disciplined" regarding school matters? . . . . . Never Rarely Sometimes Often Always Don't know [Go to 33]

PART C.

The following is a list of some goals and objectives related to good discipline. First, read all nine of them, and then put a check mark (√) beside the 3 which you feel are the most important.

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1. To show concern for the feelings, needs, and rights of other students. . . . . ☐ (1) [Go to 35]
2. To show respect and courtesy toward teachers and other adults in the school. . . . . ☐ (1) [36]
3. To follow school and classroom rules. . . . . ☐ (1) [37]
4. To show respect for school property and the property of others. . . . . ☐ (1) [38]
5. To prepare for, and complete, school assignments as well as possible. . . . . ☐ (1) [39]
6. To accept responsibility for decisions. . . . . ☐ (1) [40]
7. To achieve a positive feeling about oneself. . . . . ☐ (1) [41]
8. To attend school clean and appropriately dressed. . . . . ☐ (1) [42]
9. To attend school and classes regularly and on time. . . . . ☐ (1) [43]
10. Others: _____ ☐ (1) [44]

_____

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115

1. Respond to the questionnaire attached for the grade level indicated on the next page.

2. Place completed questionnaire in the envelope provided and return it to:

CEDSS RESEARCH CENTRE OFFICE
WILLIAM TREDWAY JUNIOR P.S.

Thank you in advance for your co-operation.

PLEASE NOTE:
The numbers in brackets at the extreme right margin of the questionnaire are for office use only.

J. J. Watt,
Assistant Director
of Education.

J. P. McLoughlin
Superintendent of Student
and Community Services.

[For office use]

				[1-4]
		3	6	[5,6]

CEDSS DISCIPLINE AND VANDALISM CARETAKER QUESTIONNAIRE

PART A. School name: _____

Grade: (please circle) 10 or 12 [Go to 8,9]

PART B. *Please answer the following questions by circling the word to the right that describes how often students at this grade level behave this way.*

	(1)	(2)	(3)	(4)	(5)	(6)	
1. Students at this grade level:							
(a) show concern for the feelings of other students?	Never	Rarely	Sometimes	Often	Always	Don't know	[10]
(b) respect the rights of other students?	Never	Rarely	Sometimes	Often	Always	Don't know	[11]
(c) show courtesy toward other students?	Never	Rarely	Sometimes	Often	Always	Don't know	[12]
2. Students at this grade level:							
(a) show courtesy toward you?	Never	Rarely	Sometimes	Often	Always	Don't know	[Go to 16]
(b) follow your instructions?	Never	Rarely	Sometimes	Often	Always	Don't know	[Go to 18]
3. Students at this grade level show respect for school property.	Never	Rarely	Sometimes	Often	Always	Don't know	[Go to 21]

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PART C.

The following is a list of some goals and objectives related to good discipline. First, read all nine of them, and then put a check mark (✓) beside the 3 which you feel are the most important.

3.	To follow school and [illegible] needs [illegible] other adults in the school.	☐ (1)	[37]
4.	To show respect for school property and the property of others.	☐ (1)	[38]
5.	To prepare for, and complete, school assignments as well as possible.	☐ (1)	[39]
6.	To accept responsibility for decisions.	☐ (1)	[40]
7.	To achieve a positive feeling about oneself.	☐ (1)	[41]
8.	To attend school clean and appropriately dressed.	☐ (1)	[42]
9.	To attend school and classes regularly and on time.	☐ (1)	[43]
10.	Others: _____	☐ (1)	[44]

_____

THE BOARD OF EDUCATION FOR THE BOROUGH OF SCARBOROUGH

February 8, 1982.

Dear Office Staff/Caretaker:

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A number of students in your school, as well as their parents and teachers, have been randomly chosen to participate in a study designed by the CEDSS Discipline and Vandalism sub-committee. One of the objectives of this sub-committee is to investigate similarities and differences concerning issues of discipline and vandalism among students, parents, teachers and support staff. To help in obtaining this information, you are kindly requested to do the following:

119

1. Respond to Parts A and B of the questionnaire for the student identified on the label of this letter. (If you do not know a student, possibly referring to a class picture would help in recognition; otherwise return the questionnaire and mark it "don't know this student".)
2. If you have been asked to complete more than one questionnaire, ONLY RESPOND TO PART C ONCE PER GRADE.
3. After completing the questionnaire, discard this letter so that no identification of student is possible. ALL RESULTS REPORTED WILL BE ANONYMOUS, the sub-committee is interested in analysis by grade level only.
4. Place completed questionnaires in envelope provided and return to: CEDSS RESEARCH CENTRE OFFICE, WILLIAM TREDWAY JUNIOR P.S.

Thank you in advance for your co-operation.

PLEASE NOTE:
The numbers in brackets at the extreme right margin of the questionnaire are for office use only.

J. J. Watt,
Assistant Director
of Education.

J. P. McLoughlin,
Superintendent of Student
and Community Services.

[For office use]

[1-4]

3 7 [5,6]

CEDSS DISCIPLINE AND VANDALISM OFFICE STAFF QUESTIONNAIRE

PART A. 1. School name: _____

2. Sex of student: male . . . . . ☐ (1) female . . . . . ☐ (2) [Go to 8,9]

3. Grade: (please circle) 03 06 08

PART B. *Please answer the following questions by circling the word to the right that describes how often this child behaves this way.*

	(1)	(2)	(3)	(4)	(5)	(6)	
1. Does this student:							
(a) show concern for the feelings of other students?	Never	Rarely	Sometimes	Often	Always	Don't know	[10]
(b) respect the rights of other students?	Never	Rarely	Sometimes	Often	Always	Don't know	[11]
(c) show courtesy toward other students?	Never	Rarely	Sometimes	Often	Always	Don't know	[12]
2. Does this student:							
(a) show courtesy toward you?	Never	Rarely	Sometimes	Often	Always	Don't know	[Go to 16]
(b) follow your instructions?	Never	Rarely	Sometimes	Often	Always	Don't know	[Go to 18]
3. Does this student show respect for school property?	Never	Rarely	Sometimes	Often	Always	Don't Know	[Go to 21]
4. Is this student willing to accept the consequences of his/her own actions?	Never	Rarely	Sometimes	Often	Always	Don't Know	[Go to 27]

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5. How do you perceive this student's sense of self-worth? Does he/she like him/herself? . . . . . Never Rarely Sometimes Often Always Don't know [28]

6. Does this student:

(a) attend school regularly? . . . . . Never Rarely Sometimes Often Always Don't know [Go to 30]

(b) attend classes on time? . . . . . Never Rarely Sometimes Often Always Don't know [31]

7. Would you describe this student as "self-disciplined" regarding school matters? . . . . . Never Rarely Sometimes Often Always Don't know [Go to 33]

PART C.

The following is a list of some goals and objectives related to good discipline. First, read all nine of them, and then put a check mark (√) beside the 3 which you feel are the most important.

1. To show concern for the feelings, needs, and rights of other students. . . . . ☐ (1) [Go to 35]
2. To show respect and courtesy toward teachers and other adults in the school. . . . . ☐ (1) [36]
3. To follow school and classroom rules. . . . . ☐ (1) [37]
4. To show respect for school property and the property of others. . . . . ☐ (1) [38]
5. To prepare for, and complete, school assignments as well as possible. . . . . ☐ (1) [39]
6. To accept responsibility for decisions. . . . . ☐ (1) [40]
7. To achieve a positive feeling about oneself. . . . . ☐ (1) [41]
8. To attend school clean and appropriately dressed. . . . . ☐ (1) [42]
9. To attend school and classes regularly and on time. . . . . ☐ (1) [43]
10. Others: _____ ☐ (1) [44]

_____

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A number of students in your school, as well as their parents and teachers, have been randomly chosen to participate in a study designed by the CEDSS Discipline and Vandalism sub-committee. One of the objectives of this sub-committee is to investigate similarities and differences concerning issues of discipline and vandalism among students, parents, teachers and support staff. To help in obtaining this information, you are kindly requested to do the following:

123

1. Respond to the questionnaire attached for the grade level indicated on the next page.

2. Place completed questionnaire in the envelope provided and return it to:

CEDSS RESEARCH CENTRE OFFICE
WILLIAM TREDWAY JUNIOR P.S.

Thank you in advance for your co-operation.

PLEASE NOTE:
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J. J. Watt,
Assistant Director
of Education.

J. P. McLoughlin
Superintendent of Student
and Community Services.

For office use

[ ][ ][ ][ ] [1 - 4]

[3][8] [5,6]

CEDSS DISCIPLINE AND VANDALISM OFFICE STAFF QUESTIONNAIRE

PART A. School name: _____

Grade: (please circle) 10 or 12 [Go to 8,9]

PART B. *Please answer the following questions by circling the word to the right that describes how often students at this grade level behave this way.*

	(1)	(2)	(3)	(4)	(5)	(6)	
125 1. Students at this grade level:							
(a) show concern for the feelings of other students.	Never	Rarely	Sometimes	Often	Always	Don't know	[10]
(b) respect the rights of other students.	Never	Rarely	Sometimes	Often	Always	Don't know	[11]
(c) show courtesy toward other students.	Never	Rarely	Sometimes	Often	Always	Don't know	[12]
2. Students at this grade level:							
(a) show courtesy toward you.	Never	Rarely	Sometimes	Often	Always	Don't know	[Go to 16]
(b) follow your instructions.	Never	Rarely	Sometimes	Often	Always	Don't know	[Go to 18]
3. Students at this grade level show respect for school property.	Never	Rarely	Sometimes	Often	Always	Don't know	[Go to 19]

PART C.

The following is a list of some goals and objectives related to good discipline. First, read all nine of them, and then put a check mark (✓) beside the 3 which you feel are the most important.

1.	To show concern for the feelings, needs, and rights of other students.	☐ (1)	[Go to 35]
2.	To show respect and courtesy toward teachers and other adults in the school.	☐ (1)	[36]
3.	To follow school and classroom rules.	☐ (1)	[37]
4.	To show respect for school property and the property of others.	☐ (1)	[38]
5.	To prepare for, and complete, school assignments as well as possible.	☐ (1)	[39]
6.	To accept responsibility for decisions.	☐ (1)	[40]
7.	To achieve a positive feeling about oneself.	☐ (1)	[41]
8.	To attend school clean and appropriately dressed.	☐ (1)	[42]
9.	To attend school and classes regularly and on time.	☐ (1)	[43]
10.	Others: _____	☐ (1)	[44]

_____

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APPENDIX B

Principals' survey

CEDSS - DISCIPLINE AND VANDALISM

PRINCIPALS' SURVEY

Type of School (Please check ✓)

K-6 ☐ 1 K-8 ☐ 2 Sr. P.S. ☐ 3 Collegiate ☐ 4

Secondary (Occupational) ☐ 5 Vocational ☐ 6 ASE ☐ 7

Please place a number (1 to 5) in the boxes beside the following three statements (1 - first in importance; 5 - least in importance).

1. The policy in your school regarding the discipline of your students is:

   (a) to maintain order. ☐

   (b) to develop self-discipline. ☐

   (c) to support the teaching process. ☐

   (d) to ensure the security of the building. ☐

   (e) to correspond to the philosophy of the community (society). ☐

2. The importance of the following programs (activities) established in my school to encourage proper discipline and/or the development of self-discipline is:

   (a) student involvement in decision-making. ☐

   (b) student monitors for student behaviour. ☐

   (c) support a strong student council. ☐

   (d) students allowed to be responsible for own behaviour. ☐

   (e) student representatives on all school and community (school related) committees. ☐

3. The importance of the following methods in determining community attitudes towards discipline in your school is:

   (a) newsletter questionnaires. ☐

   (b) home and school/parent advisory committee meetings. ☐

   (c) reports of teachers and support staff. ☐

   (d) the opinions expressed by phone calls from parents, other adults and trustees. ☐

   (e) letters to the editor in local newspapers. ☐

CEDSS - DISCIPLINE & VANDALISM

PRINCIPALS' SURVEY RESULTS

ELEMENTARY SCHOOLS

A. JUNIOR (JK-6) - ORDER OF IMPORTANCE

Question 1	(b)	Question 2	(d)	Question 3	(c)
	(c)		(a)		(b)
	(a)		(b)		(d)
	(e)		(e)		(a)
	(d)		(c)		(e)

B. PUBLIC SCHOOLS (JK-8) - ORDER OF IMPORTANCE

Question 1	(b)	Question 2	(d)	Question 3	(c)
	(c)		(a)		(b)
	(a)		(b)		(d)
	(e)		(e)		(a)
	(d)		(c)		(e)

C. SENIOR (7,8) - ORDER OF IMPORTANCE

Question 1	(b)	Question 2	(d)	Question 3	(c)
	(c)		(a)		(b)
	(a)		(c)		(d)
	(e)		(b)		(a)
	(d)		(e)		(e)

RESPONSE RATE FROM ALL SCHOOLS

TYPE OF SCHOOL	NO. OF SCHOOLS	NO. OF RESPONSES	PERCENTAGE
JK-6	79	70	88.6
JK-8	32	31	96.8
Senior Public	19	19	100.0
Collegiate	19	18	94.7
Secondary	3	3	100.0
Vocational	3	3	100.0
A.S.E. I&II	2	2	100.0

CEDSS - DISCIPLINE & VANDALISM

PRINCIPALS' SURVEY RESULTS

SECONDARY (POST-ELEMENTARY) SCHOOLS

A. VOCATIONAL - ORDER OF IMPORTANCE

Question 1	(c)	Question 2	(d)	Question 3	(c)
	(b)		(a)		(b)
	(a)		(b)		(d)
	(d)		(c)		(a)
	(e)		(e)		(e)

B. OCCUPATIONAL (SECONDARY) - ORDER OF IMPORTANCE

Question 1	(c)	Question 2	(d)	Question 3	(c)
	(a)		(c)		(a)
	(b)		(a)		(d)
	(d)		(b)		(b)
	(e)		(e)		(e)

C. A.S.E. - ORDER OF IMPORTANCE

Question 1	(b)	Question 2	(a)	Question 3	(c)
	(e)		(d)		(b)
	(c)		(e)		(d)
	(d)		(b)		(a)
	(a)		(c)		(e)

D. COLLEGIATE - ORDER OF IMPORTANCE

Question 1	(b)	Question 2	(c)	Question 3	(c)
	(c)		(d)		(b)
	(a)		(a)		(d)
	(e)		(b)		(a)
	(d)		(e)		(e)

ANALYSIS

ELEMENTARY SCHOOL PRINCIPALS

To all three questions principals of both JK-6 and JK-8 Schools were in total agreement in order of importance.

Principals of Senior Schools were in full agreement with the former groups of principals regarding Questions 1 and 3, but were different in Questions 2 at the 3, 4 and 5 position of importance.

SECONDARY SCHOOL PRINCIPALS

Principals were in agreement with the most important answer to the three questions, but varied considerably in the order of importance from 2 to 5.

Overall, the principals of Scarborough were generally in agreement regarding the following responses:

Question 1	The policy in your school regarding the discipline of your students is to develop self-discipline and to support the teaching process.
Question 2	The importance of the following programs (activities) established in my school to encourage proper discipline and/or the development of self-discipline is that students be allowed to be responsible for their own behaviour and be involved in decision-making.
Question 3	The importance of the following methods in determining community attitudes towards discipline in your school is reports of teachers and support staff as well as home and school/parent advisory meetings.

APPENDIX C

List of books, authors, and other sources
of knowledge related to self-discipline
submitted by teachers

Useful sources of knowledge suggested by teachers

Books listed in order of popularity

Gordon, Thomas. Teacher effectiveness training.
New York: Wyden, 1974.

Dreikurs, Dr. Rudolf. Discipline without tears.
Toronto: Alfred Adler Institute of Ontario, 1972.

Canfield, Jack. 100 ways to enhance self-concept in the classroom.
Toronto: Prentice-Hall, 1976.

Gordon, Thomas. Parent effectiveness training
New York: Wyden, 1970.

Dreikurs, Rudolf. Children the challenge.
New York: Duell, Sloan & Pearce, 1964.

Dobson, James. Dare to discipline.
Toronto: Bantam, 1977.

Harris, Thomas. I'm O.K., You're O.K.
Pennsylvania: Harper & Row, 1969.

The Bible

Holt, John Caldwell. How children fail.
New York: Pitman, 1964.

Other books suggested

Atter, Gordon F. The third force.
Toronto: Acts Books, 1979.

Axline, Virginia Mae. Dibs: in search of self.
Boston: Houghton Mifflin, 1964.

Berne, Eric. Games people play.
Toronto: Ballentine, 1978.

Bettleheim, Bruno. The uses of enchantment.
Toronto: Random House, 1977.

Chang, Florence C. Believe it or not.
New Jersey: Ginkgo Hut, 1980.

Conaway, Judith. I dare you.
Wisconsin: Raintree Publications, 1977.

Davis, Bob. Report on general level student.

Other books suggested. (continued)

Feingold, Ben F. Why your child is hyperactive.
Toronto: Random House, 1975.

Gaylin, Willard. Feelings.
Pennsylvania: Harper and Row, 1979.

Ginott, Haim. Between parent and child.
Toronto: Avon, 1973.

Glasser, William. Schools without failure.
Pennsylvania: Harper and Row, 1969.

Globe, F. G. The psychology of Abraham Maslow.

Herndon, James. How to survive in your native land.
New York: Simon & Schuster, 1977.

Kaufman, Bel. Up the down staircase.
Toronto: Avon, 1972.

MacCracken, Mary. Lovey, a very special child.
New York: Lippincott, 1976.

Maltz, Maxwell. The magic power of self image psychology.
Toronto: Prentice-Hall, 1964.

McLaren, Peter. Cries from the corridor.
Toronto: Metheun, 1980.

Muriel, James & Jongeward, Dorothy. Born to win.
New York: New American Library, 1978.

Papert, Saymour. Mindstorms.
New York: Basic Books, 1980.

Peale, Norman Vincent. The power of positive thinking.
Toronto: Prentice Hall, 1952.

Pirsig, Robert. Zen and the art of motorcycle maintenance.
New York: Morrow, 1974.

Pratt, David. Curriculum design and development.
New York: Harcourt Brace Jovanovich, 1980.

Purkey, William. Self-concept and school achievement.
Toronto: Prentice-Hall, 1970.

Ramos, Myra B. Pedagogy of the oppressed.
New York: Continuum, 1970.

Reynolds, George S. A primer of operant conditioning.
Illinois: Scott, Foresman, & Co., 1975.

Other books suggested (continued)

Stewart, Mark & Olds, Sally W. Raising a hyperactive child.
New York: Harper & Row, 1973.

Weber, Kenneth. Yes they can.
Toronto: Methuen, 1974.

Webster, Staten W. Discipline in the classroom.
California: Chandler & Sharp Publishers, 1968.

Authors listed more than twice (in order of preference)

Driekers, Rudolf
Holt, John
Glasser, Allen
Bettleheim, Bruno
Rogers, Dorothy
Cassell, Pearl
May, Rollo
Piaget, Jean
Postman, Neil

Otner authors suggested

Bruner, Jerome
Dewey, John
Erickson, Arthur
Freud, Sigmund
Ikeda, Daisaku
Illich, Ivan
Marcuse, Herbert
Maslow, Abraham
Moutakas, Clark
Plato
Purkey, William
Ribble, Margaret
Reasoner, Charles
Rilke, Ranier
Shaw, George Bernard
Skinner, B. F.
Torrance, E. Paul
Warner, Sylvia-Ashton
Weber, Kenneth
Weingartner, Charles
White, Burton

Pamphlets and magazines suggested

Daily newspaper articles
Master Teacher articles
Psychology Today
The Kappan
OTF Bulletin
The Reader
Parent Magazine
United Church Observer
The Forum
NASSP Bulletin (National Association of Secondary Schools Principals)

Other sources listed

Educational magazines
Psychology and sociology readings
Course readings for Special Education
Values Education readings and workshops
Readings from Adler Institute
Self-concept readings
Behaviour modification readings
Drama literature
Readings in brain development, Linguistics, and learning disabilities
Classroom management books
Contingency Teaching
Early childhood education books
Readings of Waldorf Education System
Reality Therapy
Books on goal setting
Case studies (not psychology)
Readings on hyperactivity
Transactional analysis
Adolescent psychology
Positive Peer Culture readings
Free to be You and Me (kit, movie)
Books on business
Principals' course
Speakers including (Dr. Harry Reasoner, Dr. Glasser, Dr. E. Pino, David Pratt)
General teaching and life experiences

APPENDIX D

Additional methods suggested by teachers
to encourage self-discipline

Additional methods suggested by teachers to encourage self-discipline

- conduct personal discussions with the students on the topics, problems, hopes, etc.
- setting an example as the teacher
- treat the student with respect
- parental involvement
- develop a good self-concept and interest in learning
- skits or role playing
- insist that students act acceptably
- encourage positive attitudes and habits
- common sense "don't box the kids in a corner"
- positive reinforcement
- the student is encouraged to solve problems with other student privately before teacher intervention
- positive peer pressure
- sense of aura which helps to maintain good discipline
- drama-based program using key words e.g. freeze
- use of praise
- encourage the setting of obtainable goals
- keep the students busy
- discussions of selected readings from Sartre's Existentialism and Humanism
- developing course outlines
- Waldorf Education methods
- honour system
- marks deducted for lateness, absences, class attitudes
- objective subject evaluations
- student must accept responsibility for misbehaviour
- experience in work situation outside school
- independent study program

APPENDIX E

Additional methods suggested by
teachers to prevent vandalism

Additional methods suggested by teachers to prevent vandalism

- class discussions
- close observation of students
- show students vandalism is a waste of tax money
- discussion with parents
- high expectations "vandalism is simply not accepted"
- voluntary participation and upkeep of the classroom
- encourage students to enjoy subject so they can respect equipment
- film (by the police in the community)
- compare it to damage of their own property
- values education
- encourage pride in the school
- student does without damaged object or area
- encourage positive relationship between teacher and student
- lock classroom doors at the end of the day
- make vandals pay
- remove opportunities for vandalism
- dramatic role playing
- law courses
- appeal to reason

APPENDIX F

Written responses to CEDSS
Discipline and Vandalism Questionnaire

Written responses to CEDSS Discipline and Vandalism Questionnaire

Considering the large number of questionnaires, there was a surprisingly small written response probably due to the small amount of space allotted for written response. The written responses were analyzed and grouped under the following scheme:

1. Responses that reiterate a point covered in Part C.
2. Responses commenting on the questionnaire, i.e., format, validity, language.
3. Responses that questioned or suggested items not included in the questionnaire.

The responses were also organized in these three categories under the headings:

Students

Elementary Parents

Secondary Parents

Teachers

Considerable agreement occurred in both parent and teacher groups over the point that all the objectives listed in Part C were important.

Student Responses

Written Responses to Part C.

1. To show concern for the feelings, needs, and rights of other students.

   "To act decently in a humane manner to students in your class and school."
   2 responses

   "To show courtesy in the lunchroom and have no food fights."
   1 response

   "-to defend minorities."
   1 response

   "to show respect for handicapped and disabled."
   1 response

2. To show respect and courtesy toward teachers and other adults in the school.

   "A teacher respects the students as much as they feel they want to be respected."
   15 responses

   "-concern for the feelings of teachers and students."
   19 responses

   "-consideration and respect for supply teachers."
   1 response

3. To follow school and classroom rules.

   "Do what you are told, be polite and courteous, do not swear."
   7 responses

   "Keep your arguments until after school; smoke in the right places."
   1 response

   "Don't cheat, do your own work."
   1 response

4. No written responses applicable.

5. To prepare for, and complete, school assignments as well as possible.

   "Use class time well. Put forth your best ability toward sport and schoolwork."
   17 responses

"-come to school with a genuine interest and homework complete. Do all assignments and don't complain about them."
4 responses

6. To accept responsibility for decisions.

"-not be dominated by teachers or adults; to have a responsible input into decisions tnat affect my education, at all levels."
2 responses

7. To achieve a positive feeling about oneself.

"-to think positively about yourself, remember you're not perfect; never put yourself down; good self-awareness."
11 responses

"-be the best you can in everything."
2 responses

8. To attend school clean and appropriately dressed.

"-be well dressed and clean while at school."
2 responses

9. To attend school and classes regularly and on time.

The same point was made with different phrasing.
3 responses

Written Comments Regarding the Questionnaire.

- "This survey distinguishes between students and adults and takes no time to consider the individual and how freely they work and learn in the system."
1 response

- "did not like the survey."
1 response

Written Responses Indicating Directions Not Included on the Questionnaire.

- To achieve my diploma and go on to a rewarding career.
12 responses

- "-get good marks."
7 responses

- "-to learn and enjoy."
5 responses

- "-have special help classes designated after school for students who require help in special classes."
  1 response

- "-to become involved in all aspects of school life other than classes."
  1 response

- "-to have a year book."
  1 response

- "-better guidance."
  1 response

- "-to obey my parents and God."
  1 response

- "-to learn to cope with stress."
  1 response

Elementary Parents

Written Responses to Part C.

1. To show concern for the feelings, needs. and rights of other students.

   "Students are only concerned with what their peers think."
   1 response

2. To show respect and courtesy toward teachers and other adults in the school.

   "To show respect and courtesy to everyone at school and in the community."
   13 responses

   "To have the teacher and adults show respect and courtesy to the student."
   7 responses

   "To show concern for the feelings, needs, and rights of other people."
   4 responses

3. No written response applicable.

4. To show respect for school property and the property of others.

   "-to have respect for the property of others."
   8 responses

   "-to be punished for smoking, drinking, loitering, and littering around school property."
   1 response

5. To prepare for, and complete, school assignments as well as possible.

   "do school assignments."
   2 responses

6. To accept responsibility for decisions.

   "-to accept responsibilities for decisions."
   3 responses

7. To achieve a positive feeling about oneself.

   "-to respect themselves."
   12 responses

8. To attend school clean and appropriately dressed.

   "-to have a better dress code."
   1 response

9. To attend school and classes regularly and on time.

"-attend school regularly."
1 response

Written Comments Regarding the Questionnaire

- "All of the goals and objectives of Part C are important."
59 responses

- "Part C is difficult to answer in only 3 choices."
15 responses

- "All of the objectives are necessary and if taken away the results are disastrous."
1 response

- "Part B is difficult to answer unless you went to school with the child."
3 responses

- "The word usually should have appeared between often and always."
2 responses

- "The questions are difficult to answer due to peer pressure."
1 response

- "Respondent feels the questionnaire is not confidential because of the code number."
1 response

- "The word's 'never, rarely, sometimes' are very close in meaning."
1 response

- "In item 4, part B, a better choice of words would be 'almost always'."
1 response

- "The survey is a waste of money."
2 responses

- "Positive comments about a specific school."

Elementary Parents

Written Responses Indicating Directions Not Included on the Questionnaire.

- "There should be more discipline in the classroom."
3 responses

- "Good discipline starts with teaching at home and school at an early age."
  3 responses

- "Parents should be responsible for acts of violence by students."
  2 responses

- "-to attend church each Sunday and study the Bible."
  2 responses

- "The school should assist on students following these objectives."
  2 responses

- "Use the strap to discipline disruptive students."
  1 response

- "Have the power to expel students."
  1 response

- "-to have principals and teachers listen to students."
  1 response

- "-to follow the 'Golden Rule' - keep in perspective the fact that others do not."
  1 response

- "-to be allowed to express one's ability in certain areas if he is more advanced than his grade level."
  1 response

- "-how to discern and follow a set of intellectual values."
  1 response

- "-to gain respect and interest for learning."
  1 response

- "-to prepare the child for the future as a responsible adult."
  1 response

Secondary School Parents

Written Responses to Part C.

1. To show concern for the feelings, needs, and rights of other students.

"-consideration towards those less fortunate."
1 response

2. To show respect and courtesy towards teachers and other adults in the school.

"-to treat everyone with respect and courtesy."
10 responses

"Teachers should treat the students with respect."
7 responses

"-to get along with teachers that the student has problems with."
2 responses

"-to care about other students' needs and feelings."
2 responses

"-to treat teachers with respect."
2 responses

"-to have a model of self-discipline displayed by the teachers."
1 response

"-respect is earned not given."
1 response

3. To follow school and classroom rules.

"-to follow the rules of the school."
1 response

4. To show respect for school property and the property of others.

"-to be concerned with ecology and the environment."
1 response

5. To prepare for, and complete, school assignments as well as possible.

"-to acnieve academic success."
3 responses

"-parents should be notified by the school with regards to incompleted assignments, absence, lateness."
2 responses

6. To accept responsibility for decisions.

"-to become self-supporting law-abiding citizens."
1 response

7. To achieve a positive feeling about oneself.

"-respect for themselves."
1 response

"-teachers lack self respect."
1 response

"-to develop order, structure and maturity."
1 response

8. To attend school clean and appropriately dressed.

"What is the meaning of 'appropriate dress'?"
1 response

9. To attend school and classes regularly and on time.

"-to attend school and participate in class and school activities."
1 response

Written Responses Regarding the Questionnaire.

- "-agree with all of the objectives stated in Part C."
18 responses

- "-difficult to check only 3 responses in Part C."
9 responses

- "Questions 1 and 2 on Part C should be combined."
4 responses

- "Questions are difficult to answer as parents are not at school."
5 responses

- "-waste of taxpayers' money."
2 responses

- "Some questions are redundant as rules of the school should be enforced."
1 response

- "-dislikes the survey - feels action is needed."
1 response

Written Responses Indicating Directions Not Included on the Questionnaire.

- "-feels the school is responsible for change in attitude of their children for the worse."
  2 responses

- "-try to include students from different cultures rather than random sampling and the results of the survey would be more accurate."
  1 response

- "Spares should be put to better use at the schools."
  1 response

- "-more or better resources to help families cope with economic stress."
  1 response

- "-more family responsibility in early value training."
  1 response

- "Students should know their parents' attitudes toward the school."
  1 response

- "-less humanism taught in the school."
  1 response

- "-repeat the Lord's Prayer."
  1 response

- "-upgrade morality.'
  1 response

Teachers Responses to Part C.

- to show respect and concern for feelings and needs of all people.

public	collegiate	secondary	vocational	total responses
3	8	0	0	11

- all of the stated objectives are important.

public	collegiate	secondary	vocational	total responses
2	7	0	0	9

- numbers 1 and 2 on this section should be combined

public	collegiate	secondary	vocational	total responses
4	4	0	0	8

- difficult to choose only three objectives.

public	collegiate	secondary	vocational	total responses
0	5	0	0	5

- everyone should choose item number seven.

public	collegiate	secondary	vocational	total responses
2	0	0	0	2

- to have opportunities for success.

public	collegiate	secondary	vocational	total responses
0	2	0	0	2

- to take pride in being at school and doing school activities.

public	collegiate	secondary	vocational	total responses
1	1	0	0	2

- to achieve one's goals in life.

public	collegiate	secondary	vocational	total responses
0	1	1	0	2

- to have self-control.

public	collegiate	secondary	vocational	total responses
0	1	1	0	2

- some objectives in Part C describe good discipline while others are goals therefore poor.

public	collegiate	secondary	vocational	total responses
0	1	1	0	2

- Part C are all "motherhood" items.

public	collegiate	secondary	vocational	total response
0	1	0	0	1

- to be as honest as possible.

public	collegiate	secondary	vocational	total response
1	0	0	0	1

- to overcome one's problems and handicaps.

public 1 collegiate 0 secondary 0 vocational 0
total response 1

- to achieve a sense of independence.

public 0 collegiate 1 secondary 0 vocational 0
total response 1

- to co-operate in school.

public 0 collegiate 1 secondary 0 vocational 0
total response 1

- to desire an education.

public 0 collegiate 0 secondary 0 vocational 0
total response 1